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ANNUAL CATALOGUE

FOR 1912-13 AND

ANNOUNCEMENT FOR 1913-14

**MUNCIE NORMAL
INSTITUTE**

MUNCIE, INDIANA

ACCREDITED BY STATE TEACHERS' TRAINING BOARD

in accordance with

AN ACT OF THE INDIANA LEGISLATURE

ANNUAL CATALOGUE

OF THE

OFFICERS, FACULTY AND STUDENTS

OF THE

MUNCIE NORMAL INSTITUTE

MUNCIE, INDIANA

FOR THE YEAR

1912-1913

AND ANNOUNCEMENT FOR

1913-1914

This Institution is accredited by the State Teachers' Training Board of Indiana for all classes of Normal School Instruction and guarantees Tuition, Board, Room Rent, Book Rent, etc., as cheap as any other Institution in the land. It further guarantees the best and most thorough work done in the various departments

INDEX

	PAGE		PAGE
A WORD TO PARENTS.....	18	DRAMATIC ART.....	45, 87, 89
ACTUAL BUSINESS.....	80, 85	DRAWING.....	63, 65, 66, 73
ADMISSION OF STUDENTS.....	22	ECONOMICS.....	53, 73
ADMISSION TO THE BAR.....	68	EDUCATION, HISTORY OF.....	53
AGRICULTURE DEPARTMENT.....	32, 75, 76, 77	ENGLISH LANGUAGE.....	55
ALGEBRA.....	49	ENTRANCE CREDENTIALS.....	22
ARITHMETIC.....	49, 80	EQUIPMENT.....	19
ART.....	65, 66	EXECUTIVE BOARDS, ETC.....	6, 13
ASTRONOMY.....	50	EXPENSES.....	65, 86, 89, 92, 95
AUDITORIUM.....	12, 46	EXTENSION DEPARTMENT.....	96, 97
BANKING.....	81	FACULTY.....	20, 21
BAND.....	92	FEES.....	95
BIBLE STUDY.....	94	FINE ARTS.....	65, 66
BIOLOGY.....	57, 58	FOREIGN LANGUAGES.....	50
BOARDS, EXECUTIVE.....	6	FOREWORD.....	8
BOARDING FACILITIES.....	15, 95	GARMENT MAKING.....	73
BOOKKEEPING.....	41, 80	GEOGRAPHY.....	50
BOTANY.....	57	GEOMETRY.....	49
BUILDINGS AND GROUNDS.....	8, 9, 10	GERMAN.....	51
BUSINESS DEPARTMENT.....	41, 79-82, 86	GRADUATE COURSE.....	37, 38
CALCULUS.....	50	GRADUATION, REQUIREMENTS OF.....	26, 34, 36, 39, 47
CALENDAR.....	4-5	GRAMMAR.....	55, 80
CERTIFIED HIGH SCHOOL.....	25	GREEK.....	52
CHEMISTRY.....	59, 61, 62	HEATING PLANT.....	11
CHRISTIAN ASSOCIATIONS.....	18	HIGH SCHOOL DEPARTMENT.....	23-27
CHURCHES.....	15	HISTORY.....	53, 55
CIVIL SERVICE.....	86	HOME ECONOMICS.....	73
CLASSIC COURSE.....	36, 37	INDUSTRIAL DEPARTMENT.....	43, 69
COLLEGE DEPARTMENT.....	34	SUPERVISORS' COURSES.....	43
COMMERCIAL DEPARTMENT.....	78	TEACHERS' COURSES.....	43
COMMISSIONED HIGH SCHOOL.....	23	KINDERGARTEN.....	54
COMMITTEES.....	22	LABORATORIES.....	19
COOKING.....	43, 44, 74	LATIN.....	50
COURSES FOR TEACHERS:		LAW.....	38, 39, 41, 67, 68, 80
CLASS "A".....	29	LIBERAL ARTS.....	34, 39, 68
CLASS "B".....	29	LIBRARIES.....	17, 19
CLASS "C".....	31		
CLASS "D".....	27		
DESIGN.....	65		
DOMESTIC ART.....	43, 73		
DOMESTIC SCIENCE.....	43, 44, 74		
DORMITORY.....	14, 15		

	PAGE		PAGE
LITERATURE	55, 56	PUBLIC SCHOOL DRAWING	65
LOCATION	11	PUBLIC SCHOOL MUSIC	91
MANNERS AND MORALS	18	READING	63
MATHEMATICS	49	RHETORIC	55
MANUAL TRAINING	42, 69, 70, 71	SCHOOL ADMINISTRATION	53
MECHANICAL DRAWING	73	SCIENTIFIC COURSE	34, 35
METHODS OF TEACHING	53	SEWING	43, 44, 72, 73, 98, 99
MUNCIE, AS A CITY	15	SHORTHAND	82, 83, 85, 41
MUSIC	48, 90, 91, 92	SOCIAL CALENDAR	94
NATIONAL SYSTEM OF INDUSTRIAL EDU- CATION. THE	96-99	SPELLING	80
OBSERVATION	53	STAGE TRAINING	88
ORAL READING	63	STATES USING THE NATIONAL SYSTEM . .	99
ORATORY	45, 87	STUDENTS, CATALOGUE OF	100
ORCHESTRA	92	SUPERVISORS' INDUSTRIAL COURSES . . .	43
PAINTING	65	SURVEYING	50
PEDAGOGY	52	TEACHERS' DEPARTMENT	27-31, 33, 53
PEN ART	63, 64	TEACHERS' INDUSTRIAL COURSES	43
PHILOSOPHY	61	TRIGONOMETRY	49
PHYSICS	59, 60	TYPEWRITING	82-85, 87
PHYSIOLOGY	59	VIOLIN	92
PIANO	48, 92	VOICE	48, 92
POINTS OF INTEREST	15	WATER SUPPLY	13
POWER PLANT	11	Y. M. C. A.	18, 94
PREPARATORY COURSES	93	Y. W. C. A.	18, 94
PRIMARY WORK	54	ZOOLOGY	57
PSYCHOLOGY	53, 61		

CALENDAR FOR ALL DEPARTMENTS**MID-SPRING TERM**

Monday, April 21, 1913—Matriculation and registration of students.
Tuesday, April 22, 1913—Students enrolled in classes and recitations begin.
Friday, May 30, and Monday, June 2—Decoration Day and Summer Term opening recess.
Friday, July 4, 1913—Fourth of July recess (one day).
Friday morning, July 11, 1913—Term ends and grades are given out.

SUMMER TERM

Monday, June 2, 1913—Matriculation and registration of students.
Tuesday, June 3, 1913—Students enrolled in classes and recitations begin.
Friday, July 4, 1913—Fourth of July recess (one day).
Thursday, August 21, 1913—Term and year ends.

MID-SUMMER SIX WEEKS TERM

Monday, July 14, 1913—Matriculation and registration of students.
Tuesday, July 15, 1913—Students enrolled in classes and recitations begin.
Thursday, August 21, 1913—Term and year ends.

COMMENCEMENT WEEK 1913

Sunday morning, August 17—Baccalaureate Sermon.
Monday evening, August 18—Conservatory of Music Commencement.
Tuesday, 2:30 p. m., August 19—Annual Business Meeting of Alumni Association.
Tuesday, afternoon and evening, August 19—Exhibition and Commencement of Industrial Department.
Tuesday, 9:00 p. m., August 19—Banquet of Alumni Association.
Wednesday evening, August 20—Oratory Commencement.
Thursday afternoon, August 21—Annual Field Day Exercises.
Thursday evening, August 21—Final Commencement Exercises, with presentation of Diplomas and conferring of Degrees.

FALL TERM

Monday, September 15, 1913—Matriculation and registration of students.
Tuesday, September 16, 1913—Students enrolled in classes and recitations begin.
Thursday and Friday, November 27 and 28, 1913—Thanksgiving recess.
Thursday, December 4, 1913—Term ends and grades are given out.

WINTER TERM

Monday, December 8, 1913—Matriculation and registration of students.
Tuesday, December 9, 1913—Students enrolled in classes and recitations begin.
Wednesday afternoon, December 24 to Monday morning, January 5, 1914—Holiday recess.
Thursday, March 5, 1914—Term ends and grades are given out.

SPRING TERM

Monday, March 9, 1914—Matriculation and registration of students.
Tuesday, March 10, 1914—Students enrolled in classes and recitations begin.
Monday, April 20, 1914—Recess for Mid-Spring Term opening (one day).
Friday morning, May 29, 1914—Term ends and grades are given out.

MID-SPRING TERM

Monday, April 20, 1914—Matriculation and registration of students.
Tuesday, April 21, 1914—Students enrolled in classes and recitations begin.
Monday, June 1, 1914—Recess for Summer Term opening.
Friday morning, July 10, 1914—Term ends and grades are given out.

SUMMER TERM

Monday, June 1, 1914—Matriculation and registration of students.
Tuesday, June 2, 1914—Students enrolled in classes and recitations begin.
Thursday, August 20, 1914—Term and year ends.

MID-SUMMER TERM

Monday, July 13, 1914—Matriculation and registration of students.
Tuesday, July 14, 1914—Students enrolled in classes and recitations begin.
Thursday, August 20, 1914—Term and year ends.

COMMENCEMENT WEEK 1914

Sunday morning, August 16—Baccalaureate Sermon.
Monday evening, August 17—Conservatory of Music Commencement.
Tuesday afternoon, August 18—Annual Business Meeting of Alumni Association.
Tuesday afternoon and evening—Exhibition and Commencement of Industrial Department.
Tuesday, 9:00 p. m.—Banquet of Alumni Association.
Wednesday evening, August 19—Oratory Commencement.
Thursday afternoon, August 20—Annual Field Day Exercises.
Thursday evening—Final Commencement Exercises, with presentation of Diplomas and conferring of Degrees.



MUNCIE NORMAL INSTITUTE—ADMINISTRATION BUILDING

Home of Executive Offices and Book Store

EXECUTIVE BOARDS

OFFICERS

M. D. KELLY, President,

M. G. BURTON, Vice-President.

E. B. FRAIN, Secretary.

J. R. STEWARD, Treasurer.

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A JUSTIFICATION BUT NOT AN APOLOGY

"What knowledge is worth most?" This question confronts every individual in his search for truth, and it meets each succeeding age with its time-old challenge. We are to make answer to the double problem of selecting suitable subject matter upon which to base our teaching in the scheme of popular and universal education, and at the same time make use of every available economy and assistance in our methods of teaching.

The closest philosophers of the scholastic period could accomplish their end in education, for that end was the high culture of the few and not the education of the many, but they could not suppress the builders of the Gothic Cathedrals and the Italian painters of the Renaissance. Their modern disciples are utterly unable today to suppress the utilitarian and artistic elements which are being forced into the subject matter as well as the methods of instruction of our schools. Truth presents itself in various forms and makes its appeal through different channels, to the different natures represented in a school. Modern psychology has already given up the attempt to treat mental life without reference to its physical environment. The modern school for the masses must likewise give up its indiscriminate imitation of the scholasticism of the middle ages, cease the solving of school-born conundrums and abstract riddles, and quit trying to hide behind the justification for this by calling it "mental discipline."

The introduction of manual training, in its various forms, such as work with tools, household economics, agriculture and all forms of mechanical arts, has infused a new life into the work of the schools. It is justifying, in a pedagogical sense as well as in a practical, inspirational way, the strong hold which it has already gained, and bids us follow still farther its beckonings to the new and greater future. The greatest urge and the most powerful appeal is none too potent with which to lay hold upon the budding intelligence of humanity in order to lift the citizenship of the future era out of a past which, although adorned with much of success, is replete with grievous and fundamental error practiced in the name of Minerva.

The Muncie Normal Institute has come into existence in response to a demand which is becoming universal throughout the United States, for a more practical and vocational education of the citizens of the future.

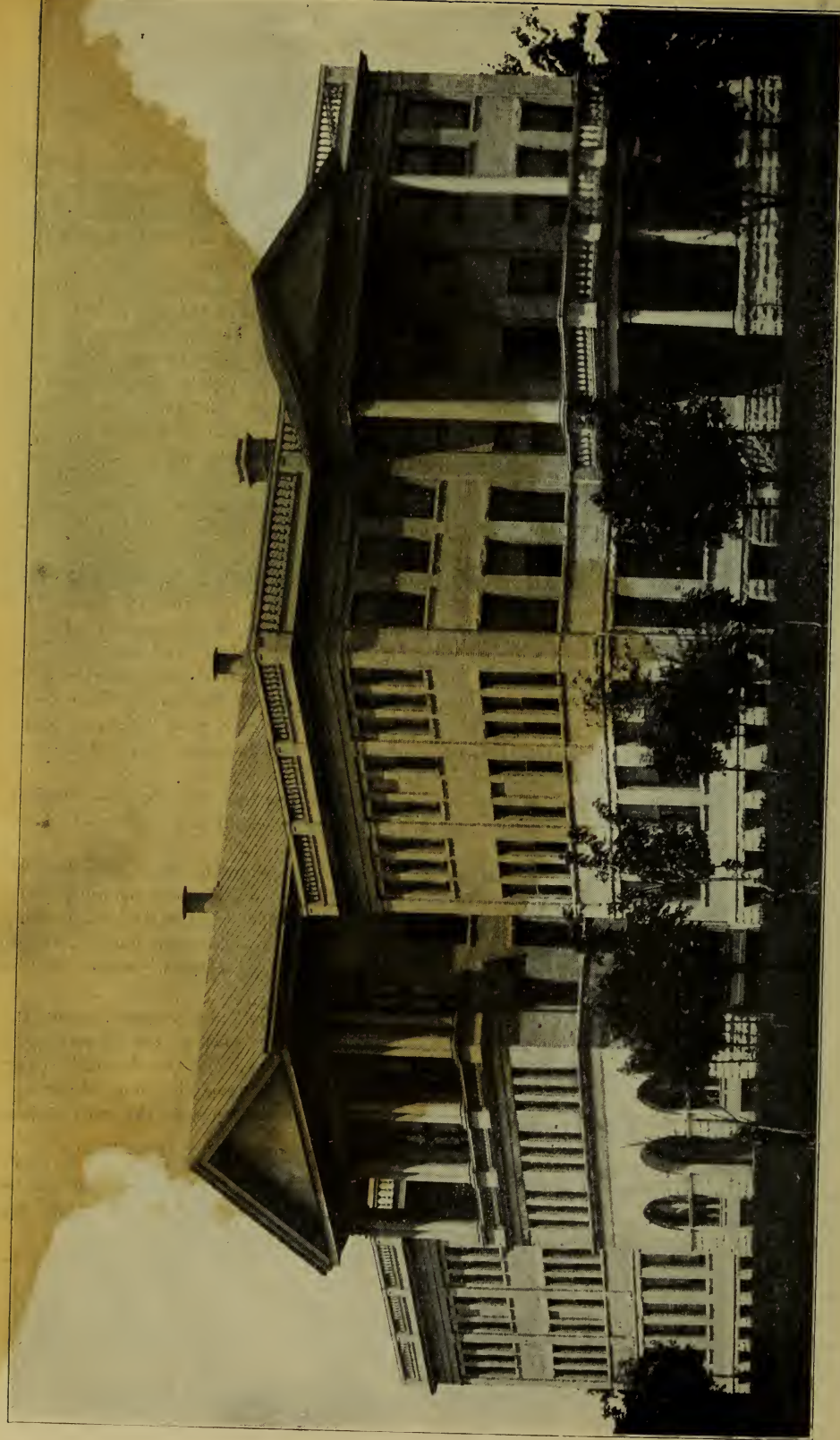
Manufacturers' associations, organizations of bankers, employers of labor, chambers of commerce, thinkers, and educators generally are agitating the question and planning ways and means for giving to education that trend which our stupendous industrial development makes necessary. The conviction is growing that the value of an education must be measured by the degree of efficiency which it gives to the individual to meet the responsibilities and duties of life.

In order to make the Muncie Normal Institute at once a virile and powerful center for propagation and dissemination of academic, normal and university work of the highest order and with particular emphasis on the industrial side of modern education, the classical college building and grounds at Muncie, Indiana, have been taken over and form the home of the several successful institutions which collectively embody under one management the central ideas which the Institute represents and fosters.

This Institution is pledged to harbor and support the most advanced ideas and methods of modern education in so far as they are in accord with sound judgment, and will not be bound by traditional forms of education when the initiative plainly meets more nearly the demand of the present and the beckoning hand of the future.

The different factors which in a combined sense constitute the new institution may be briefly enumerated as follows:

A regular High School Department giving both the Certified and Commissioned courses as approved by the State Board of Education, graduates from which are entitled to all the privileges accorded to any of the city high schools of the state.



A COLLEGE BUILDING UNSURPASSED IN THE WEST

A thorough and progressive normal department giving the institution the standing of an "Accredited" Normal School, duly authorized by the State Teachers' Training Board to give all the courses prescribed for teachers of the State of Indiana, and from which graduates are accorded the degree, Bachelor of Pedagogy.

A well equipped and efficient **College Department** that has met the approval of hundreds of students from practically all parts of the United States, who have chosen it as their Alma Mater. In this department courses are supported leading to Bachelor of Science, Bachelor of Arts, and Master of Arts degrees.

Not a few are availing themselves of instruction in the **Agricultural Department**, a branch of the institution that, although new, has already gained a reputation for efficiency which has aroused the admiration of those interested in rural pursuits.

A **School of Law** leading to the degree, Bachelor of Laws, is an important adjunct from which many graduates are now successful practitioners in a number of states.

A **Business University**, not excelled in this country, is a very flourishing department which awards the degree, Master of Accounts, to its Post Graduates and is sending out many commercial instructors and expert accountants to all parts of the world where business practices are in vogue.

Towering with "superiority" as its motto is the **Industrial School**, which embraces training in the arts and crafts for both men and women, and is turning out people skilled in mind and muscle to take their places in the school room, at the desk, in the shop or in the home. Those completing the Supervisor's Courses in this department are awarded the degree, Bachelor of Industrial Education.

A **School of Oratory and Dramatic Art**, famed throughout the Central West on account of the many public entertainers it has placed in the field and on the stage, is one feature of the institution of which it may justly be proud. The degrees, Bachelor of Oratory and Master of Oratory, are granted to post graduates of this department.

An efficient, up-to-date and highly practical **Conservatory of Music** is a great boon to the other departments and a sufficient advertisement for itself in the excellent vocalists and performers it is continually sending forth.

By no means the least, and perhaps the farthest reaching in its territorial scope, is the **Extension Department**. This department provides Extension Courses which are being pursued in hundreds of schools in half of the states of our Nation, thereby calling under its supervision thousands of the young life of our land.

Each of these departments is given special mention elsewhere in this catalogue.

BUILDINGS AND GROUNDS

No more commodious or attractive school buildings and grounds are to be found in Indiana. The campus is large and well planned. It is dotted with forest trees and adorned with appropriate walks and a fine lawn. The building is, in fact, three buildings connected by hallways, from which the wide stairways ascend and descend. There are four floors, all of which are exclusively devoted to the interests of the institution.

East College

The East Wing is occupied, on the basement floor, by the ladies' toilet rooms, the Art Studio and that portion of the Industrial Department devoted to Household Arts and Science, such as cooking, sewing, etc. The first, or office floor, is occupied by four fine, large and brilliantly lighted recitation rooms. The second floor of this wing is used for residence purposes by the President or some member of the Faculty. On the top floor is located the School of Science. Here are found the general science lecture room, together with well equipped and separate laboratories in Physics, Chemistry, Biology and Agriculture.



HALLWAY—MAIN ENTRANCE—CENTRAL BUILDING

Middle College

The middle section is, on the basement floor, given up to the Paint Shop, the stock room and offices of the Manual Training and Agricultural Departments, the miniature model farm, the forge and moulding room and a spacious hallway. On the first floor are located the general offices of the Dean of the Normal School and the Vice-President's public and private offices. Here also is one of the most attractive features of the entire building—the highly ornamental and spacious corridor. Off from this corridor lead the halls to the East and West wings. To its North and opening directly into it are two elegant recitation rooms. On the second floor of this section of the building is to be found the lower floor of the chapel, which, for this purpose, is not excelled by any institution in the West. Seated with opera chairs, it is a most inviting place. To the South of the Chapel are two well lighted and ventilated rooms that are especially well adapted to the purpose for which they are set apart—the Library. This is equipped with several thousand well selected books and current periodicals, and adorned with a most attractive fitting of cases and library tables. On the third floor of this section is found the balcony to the chapel, also seated with opera chairs the handsomely decorated and brilliantly lighted rooms of the Oratory Department.

West College

The West Wing, not unlike East College, is connected on every floor with Middle College by broad and well lighted halls. On the basement floor is found the shops, library and lecture room of the Manual Training Department. The entire first floor is given over to the offices and recitation rooms of the Business Department. On the second floor are the recitation rooms of the Departments of Latin, German, Literature, and History. Here are also found the Shorthand, Typewriting and Pen Art Departments, all of which are highly equipped for their special lines and each comfortably located in specially fitted rooms. On the third floor of this wing are the offices, lecture rooms, and practice rooms of the Conservatory of Music. A better appointed home for this kind of instruction is not to be found in the Middle West.

Heating and Power Plant

In addition to the above described buildings the institution has a separate heating plant in connection with which is a power plant and a complete waterworks system of the most modern type. The buildings are heated by a combined steam and hot air system, thus enabling all portions to be kept comfortable, no matter what the temperature desired. This plan of heating not only provides a uniform temperature but makes possible adequate and healthful ventilation as well. The engine which propels the fans to force the heated air to all parts of the buildings also runs a dynamo which generates an electric current adequate for the needs of all the laboratories and shops.

A Unified Whole

Nothing is more apparent to one visiting the institution than the alertness, harmony and unity of action throughout the entirety of its activities. In the rotunda just off of the offices on the main floor is located the signal and messenger station, together with the telephone exchange. From this point gongs are sounded at the proper times for convening and dismissal of classes and other gatherings. Practically all the departments, through the college exchange, are connected with each other, with the offices, and with the administration building by means of telephones located at convenient places. This, through the general Muncie exchange, makes communication by telephone with any part of the outside world possible and convenient from any department in the institution.

Location of College

The college is located away from the bustle and din of the city. However, if the student has an hour to spare, he can visit some place of interest, and at the same time see the



CHAPEL AS SEEN FROM STAGE

activity and progress for which the city is famous. The former idea that the student must be excluded from the world in order to educate himself has passed away. Our great modern universities have been located in great cities where life is at its best and the struggle intense. Man catches the spirit of his environment. If he keeps step with a sleepy, slow-moving community during the formative period of his life, in most cases he will keep the pace during his entire existence. Muncie is a healthful city, with many pretty homes. Those who wish to retire from the farm or business and locate in some city for educational advantages will find Muncie all that could be desired in every particular.

A MODERN SCHOOL FOR MODERN TIMES

To place a modern institution of higher learning on its feet in running order is a task of no mean dimensions. The Muncie Normal Institute, from a nucleus formed by the amalgamation of The Marion Normal College and Business University, The National Manual Training Corporation, The Indiana Manual Training Company, The Muncie Conservatory of Music, and The Eastern Indiana Normal University, has already grown into one of the strongest and most comprehensive movements that has yet been attempted in America toward the establishment and maintenance of a great university along normal industrial lines.

The courses which have previously been supported by the integral elements of this institution will be continued with little or no change, and all persons who have graduated from these courses will be regarded as graduates of the newer and larger institution. The fact that all the old courses are continued and a number of new ones added, and that these courses are already well filled with earnest, enthusiastic students, is by no means a damper on the claims of the management, that this is to be truly a great educational center.

In addition to the equipment brought into the institution by the initial consolidation, each department has had its equipment substantially increased, and thereby its efficiency greatly enhanced. This means that not only are the old courses to be supported, but that the work in them is to be made stronger and better on account of the increased facilities in the form of apparatus and appliances. The new courses and departments are at the outset well filled with a satisfied lot of students who find the instruction in the hands of experts in their lines and the equipment all and even more than could be expected in an institution of greater age.

Those who merely desire to qualify themselves in the higher reaches of any branch of industrial work, where the call for competent and progressive supervision and direction is so urgent today, will find here the inspiration and instruction to suit their needs.

It is the aim of the institution to send out students from its halls equipped to take first rank among their comrades in the teaching profession, and the various walks of life upon which they may enter.

Executive Offices

The Executive Offices are located near the southwest corner of the campus, in a very fine building especially remodeled for this purpose. In this building are located the offices of the President, the Secretary, and the Treasurer; the offices of the Extension Department, the office of the Chairman of the Buildings and Grounds, the Institute Book Store, and the Post Office.

College Water Works

The water supply for the Institute buildings is supplied from a driven well 200 feet deep, and is pumped through the medium of a modern water works equipment belonging to the Institute. The water is pure and cold and the flow from the well is so abundant that an ample supply for fire protection is always available. The Institute has installed a modern reservoir and supply tank, in connection with which are motor-driven high-pressure pumps to be used in case of fire, drawing their supply of water from the concrete reservoir containing more than twenty thousand gallons.



COLLEGE INN—A MAGNIFICENT DORMITORY

Dormitory

The dormitory, located directly west and across the street from the campus, has been completely remodeled and refurnished, making it an ideal modern home for the students, being fully equipped with splendid apartments, modern conveniences such as bathroom, hot and cold water, toilet facilities, gas and electric lights, steam heating plant, modern and commodious kitchens, dining rooms, and parlors, well ventilated rooms for students, and large storage room for trunks, etc.

Points of Interest

1. This institution can do as much in a given time as any other good school; more than many. 2. Instruction in all departments is given according to modern and approved methods. 3. No more is attempted in a given time than can be done well by the enthusiastic, industrious student. 4. Students are graded from work done, not time spent in school. 5. Classes are organized each term, and the student can always be accommodated with just what he wants. 6. The reputation of the school and the success of the student depend upon the character of the work done. This being true, every effort is put forth to maintain the reputation of both. 7. Nature thrusts brains upon all people; mind upon none. The latter comes through individual effort.

A FOREWORD OF MUNCIE

A stranger visiting Muncie for the first time is impressed with its beauty, its activity, and the magnitude of its manufacturing and business enterprises. The suggestion is of a city of at least 75,000, instead of 35,000 people. Muncie is great as a manufacturing center, and the products of its mills and factories are known in the market throughout the world. Muncie is a delightful residence city—made such by the fact that the city is essentially one of home; it is easy of access, as all of the following steam railroads reach it with fully equipped train service: "Big Four" Railroad, two divisions of the Lake Erie & Western (these three being a part of the New York Central System), the Chesapeake & Ohio, one line of the Pennsylvania, and the Central Indiana. To these must be added five interurban electric lines, with 150 trains entering and leaving daily in every direction.

These lines afford easy and quick accommodation for all who desire to come or depart from the city. A complete system of electric street railways afford rapid and easy access to all sections of the city.

CHURCHES

The churches of Muncie embrace all of the leading denominations. Each is provided with comfortable and commodious church edifices. The churches are not only numerous and elegant, but are generally patronized and made the centers of intellectual and ethical activities by a home-loving and church-going population. No one need fail to find a congenial church home in this city.

In addition to the churches, a magnificent Y. M. C. A. building is in course of construction, at a cost of \$250,000.00. The large sum necessary to erect this home was raised by popular subscription within a period of ten days. This alone indicates the liberality, the civic pride, and the commercial stamina of the citizens of this godly community.

But this is not all. A roomy and well equipped home has recently been purchased for the Y. W. C. A. The management of this institution is in the hands of capable and earnest Christian women, whose whole object is to seek and safeguard the interests of young women who come to Muncie and desire the influences of wholesome, Christian home surroundings. The work of the city associations of the Y. W. C. A. is broad in its scope, and particular attention is devoted to the needs of young women who are away from home. It seeks to supply for them many lines that should be theirs through the home. It locates them in suitable boarding places, offers them home cooked food at reasonable prices, and in happy surroundings. It provides wholesome, attractive entertainments, and social life. It fur-



BIRD'S-EYE VIEW LOOKING EAST FROM INSTITUTE, OVERLOOKING NORMAL CITY, RIVERSIDE AND MUNCIE

nishes beneficial physical culture work, and supplementary educational courses, and aids the unemployed to find employment. It cares for the stranger by providing her with safe shelter, and the whole organization is permeated with a wholesome, happy, Christian, but non-sectarian atmosphere.

PUBLIC EDUCATION

Public education in Muncie occupies an enviable position, because of the high rank of its grade and high schools. Spacious and beautiful grounds surround public schools in almost every instance, and the total value of buildings devoted to Muncie's public schools exceeds the sum of \$480,000.00.



MUNCIE LIBRARY

Part and parcel of the religious, educational and social life of Muncie is the Public Library, with its various branches. This is one of the most popular institutions of the city, and its patronage shown by the immense circulation of all the best forms of literature, attest the discriminating taste and active intellectuality of this progressive and thoroughly American community. The Library building, centrally located, is a beautiful structure, planned according to the best conceptions of modern library buildings. Over 27,000 books are shelved in the Library, and more than 5,000 patrons receive the courteous attention of a well trained library staff.

AMUSEMENTS

Muncie has public parks of great beauty, and outdoor amusements and high-class entertainments, including a summer Chautauqua. Numerous theatres, where high-class plays and operas are to be seen, and the best of music heard. Muncie is liberal towards all forms of legitimate and cultural entertainment, but plans of public amusement and other forms of public congregation usually disperse at an early hour, and the Sabbath is generally observed.

CHRISTIAN ASSOCIATIONS

A student in this institution need not lack for the proper kind of associates. There are two strong organizations whose purpose it is to look after the moral, social and spiritual welfare of those who desire to throw themselves under their influence. These organizations are the **Young Men's Christian Association** and the **Young Women's Christian Association**.

On matriculation days of all terms these associations have representatives at all trains and interurbans that enter the city; the purpose being to assist new students in reaching the college and to advise them whenever advice would be welcomed. Both associations have separate meetings each week and union meetings on each Sabbath morning, besides a noon-day prayer meeting on each school day, to which all who desire to attend (whether members or not) are most heartily welcomed.

Students' classes in Bible study are supported by a joint representation from both associations. A detailed description of the courses offered in Bible study will be found on another page.

A WORD TO PARENTS

Public Sentiment in Muncie is in Favor of Good Morals

THE ATTENTION PAID TO MANNERS AND MORALS.

We can thoroughly appreciate the parents' reluctance in sending their children from them at a time when most susceptible to surrounding influences. We know with **how much trepidation** they see them leave the home where they have been so tenderly guarded, to mingle with the masses, some of whom, perhaps, have been less carefully reared. Fully realizing these things, we are earnestly striving to make our college a **place of safety** for the young, and, to that degree possible, surround them with the **moral and refining** influences of home.

We further believe that many young people acquire a vast amount of book knowledge which is **practically useless** to them from the fact that the personality of the individual is such that the public finds him objectionable from a social standpoint. The **courtesies and forms of life** which are ever demanded by cultured people have been so neglected that the man or woman is **not a desirable acquisition** either as an employe or companion.

We hope to impress upon our students the idea that there are many sides of life to broaden in order to prepare them for any position the future may present. **Men especially** are prone to forget that **personal manners** may make or mar their future. No man can be a desirable member of a community who is ever offending by his prided independence of all customs of civilized people, and such a deficiency in a woman is even more deplorable. Many annoyances and mortifications may be spared our young people in their after years by a little instruction along this line.

Those who contemplate sending their boys or girls to school can rest assured that the parents' interest in their full development is not overlooked; that the **character** of the student, above all else, is made the organizing center which determines the movement of all intellectual effort and shapes the destiny of the individual. We hold that it is not only our **right, but duty**, also to remind a student whenever in our judgment he is doing that which is detrimental to his own or the best interests of the institution.

The erection of new buildings with **splendid apartments** and all modern conveniences, bath rooms, hot and cold water, inside closets, incandescent lights, hot air furnaces, and storage rooms for trunks enables us to assure parents that the **health and welfare of their daughters** will have the most careful consideration from every standpoint. We invite the **most thorough investigation** of the nature of the accommodations offered and the safeguards thrown about those entrusted to our care.

Institution Self Governing

Many persons who attend school instinctively know what is right, and do it. Students are treated as ladies and gentlemen, and are expected to conduct themselves as such. While we do not believe in being too exacting, yet we claim the right to look after the deportment of students.

EQUIPMENT

Libraries

The general library, which is located on the second floor just above the offices, is in quarters well adapted to the purpose, it being finely lighted, easily heated and copiously ventilated. Here are found several thousand volumes of standard and well selected books, which in an adequate way meet the demands of the various departments of the institution. Current literature is also supplied, and on the tables will be found all of the leading magazines, a number of scientific periodicals and a sufficient supply of the daily papers. A fund of not less than five hundred dollars is expended annually in supplying new books, periodicals, etc. Departmental libraries are also supported in some of the departments. This is true of the Commercial, Law, Manual Training, and Agricultural Departments. The industrial library and reading room of the Manual Training and Agricultural Departments is especially attractive and inviting.

Laboratories

The Chemical Laboratory, located on the third floor, is provided with modern equipment in the way of lockers, hoods, chemicals, reagent containers, balances, and all apparatus necessary for the work given. The students' tables are well supplied with water and gas, and are provided with plate glass shelves.

In the northeast corner of the third floor of the East Wing is located the Biology Laboratory. It is supplied with a number of compound microscopes, dissecting tools and tables, together with specimen receptacles and cases, a comfortable and propitious environment for good, hard work, and successful investigation.

The Physical Laboratory, located on the science floor, is one of the best equipped and busiest places in the institution. The apparatus and appliances herein contained represent an expenditure aggregating in the thousands of dollars. It may be said, however, that it contains no superfluous equipment, and that every piece is brought into use in the laboratory work of the students and classroom demonstrations of the courses actually given.

The Agricultural Laboratory, occupying floor space with a south front, is an attractive spot in the institution. Here will be found various agricultural exhibits, not least among which are a number of specimens that have brought prizes to the head of the department. Various soils and sub-soils are here provided, and such apparatus as is necessary to perform the experiments and apply the tests which accompany a proper study of modern agriculture.

A full description of the Culinary, Domestic Art and Manual Training Laboratories is given elsewhere in this catalogue.

FACULTY

M. D. KELLY, PRESIDENT.

M. G. BURTON,

Vice-President and Dean of Industrial Department.

C. W. BOUCHER, B. S.,

Dean of Normal School and Head of Department of Mathematics.

MRS. C. W. BOUCHER, B. S. and A. B.,

Instructor in History and Economics.

FRANK M. LIFE, A. B.,

Head of Department of Science.

M. J. SEARLE, A. B.,

Head of Department of Foreign Language.

HUBERT NUTT,

Dean of Training School and Head of Department of Pedagogy.

J. E. McMULLAN, Ph. D.,

Head of Department of History and Literature.

JULIAN R. STEWARD,

Dean of School of Agriculture.

G. S. TAYLOR, A. B.,

Instructor in Biology and Chemistry.

C. S. BOUCHER, A. M.,

Instructor in History.

PEARL HUFF BARTHOLOMEW, A. B.,

Dean of High School Department.

MELITA GRAF HUTZEL,

Instructor in German.

LOTA KING,

Instructor in Department of English.

EDITH ARNOLD HOGAN,

Dean of Department of Oratory and Dramatic Art.

EVA SINCLAIR,

Head of Fine and Applied Arts Department.

LESLIE R. NAFTZGER,

Dean of Law School.

LEONIDAS L. BRACKEN,

Lecturer in Law School.

ADOLPH C. SILVERBURG,

Lecturer in Law School.

RALPH S. GREGORY,

Lecturer in Law School.

FREDERICK F. McCLELLAN,

Lecturer in Law School.

FRANCIS SHAW,

Lecturer in Law School.

J. E. JAMES, M. Acc.,

Head of Department of Bookkeeping and Actual Business.

MRS. ESSIE E. KIMBERLIN,

Head of Shorthand Department.

FACULTY

E. D. CLARK,
Head of Pen Art Department.
IVA TATE,
Amanuenses to Dean.
D. W. PEARCE,
Instructor in English Grammar
HOMER SCOTT, B. S.,
Assistant in Latin.
E. C. DENNY, A. B.,
Assistant in Mathematics.
FLORENCE LILLIAN HALL,
Head of City Training School Department.
MARY HORNUNG,
Special Training Teacher.
JENNIE A. KING,
Special Training Teacher.
HAZEL D. SOWERS,
Country Training Teacher.
MERLE ABBETT, A. B.,
Manual Training.
L. A. RANDALL,
Manual Training and Mechanical Drawing
C. L. QUEAR,
Instructor in Manual Training and Agriculture.
IDA M. ROBINSON,
Instructor in Domestic Art and Domestic Science.
HELEN M. SANDERS,
Assistant in Domestic Art and Domestic Science.
IRA A. McKINNEY,
Dean of School Music.
MISS BERTHA BURTON,
Instructor in Piano.
MISS ELLEN REMINGTON,
Instructor in Piano and History of Music.
MISS BEULAH JANNEY,
Instructor in Piano.
MRS. LAURA CRAIG POLAND,
Piano and Harmony.
MISS ELLEN CATES,
Instructor in Voice.
MISS LULU HUFFMAN,
Instructor in Violin.
MR. CLARENCE McCREERY,
Instructor in Band and Orchestra Instruments.
ETHEL CUNNINGHAM,
Librarian.
ADDIE JERVIS,
Assistant Librarian.

FACULTY COMMITTEES

COMMITTEE ON ABSENCE—C. W. Boucher, M. D. Kelly, M. G. Burton.

COMMITTEE ON ADMISSION AND STANDING OF STUDENTS—F. M. Life, M. J. Searle, Hubert Nutt.

COMMITTEE ON STANDING OF COMMERCIAL STUDENTS—J. E. James, Mrs. Essie E. Kimberlin, C. W. Boucher.

COMMITTEE ON ATHLETICS—M. G. Burton, Hubert Nutt, E. D. Clark.

COMMITTEE ON COMMENCEMENT—M. J. Searle, E. B. Frain, J. E. McMullan.

COMMITTEE ON TEXT-BOOKS—M. G. Burton, C. W. Boucher, F. M. Life.

COMMITTEE ON EXAMINATIONS—Mrs. Pearl Huff Bartholomew, C. W. Boucher, M. G. Burton.

COMMITTEE ON LIBRARY—M. D. Kelly, J. R. Steward, G. S. Taylor.

COMMITTEE ON CATALOGUE—M. G. Burton, C. W. Boucher, F. M. Life.

COMMITTEE ON SOCIAL AFFAIRS—Mrs. C. W. Boucher, Edith Arnold Hogan, Ida M. Robinson.

Y. M. & Y. W. C. A. ADVISORY COMMITTEE—Hubert Nutt, F. M. Life, Pearl Huff Bartholomew.

STUDENTS' ENTRANCE CREDENTIALS

All students upon coming to the institution to enter any one of the many departments should bring along, over the signature of the superintendent or principal of the school in which they did the work, a full statement of the work which they have done elsewhere. This statement should be complete, showing the exact time put in on each subject. Students should bring along all diplomas and certificates of work accomplished when they come, and it will greatly facilitate the work of the committees in getting them settled in the work best adapted to their needs.

Committee on Entrance

Professors F. M. Life, Hubert Nutt and M. J. Searle constitute the Committee on Grades and Standing of Normal and Liberal Arts Students. Those entering the professional courses will have their grades and previous work investigated by this committee. Students will receive credit for work done in certified and commissioned high schools and other recognized institutions.

Committee on Arrangements for Commencement

The following Committee, Professor M. J. Searle, chairman, E. B. Frain and J. E. McMullan, will co-operate with the graduates on all general matters of graduation. It is the desire of the school that the graduates shall have general charge of programs and matters that affect the classes directly, yet it is desired that these members of the faculty act as an advisory board.

GENERAL DEPARTMENTAL STATEMENT

HIGH SCHOOL DEPARTMENT

One of the prominent features of the Muncie Normal Institute is that comprising the **Certified and Commissioned High School**. In accordance with a ruling of the State Teachers' Training Board, this institution has in full operation a **complete High School Department**. Two plans of giving the High School course have been approved by the State Teachers' Training Board and introduced in this school. They are, first, the "**Regular**" **Commissioned Course**, and, second, the **Certified and Commissioned Courses "by credits."** Students just out of the eighth grade and those who have done some advanced work may here enter the High School course. There are **advantages offered** which are not found in a large number of the public schools of the State. The student can have the benefit of the **laboratories and library** for High School work the same as for college work. The number taking this work is rapidly increasing. The **instructors are more matured and better qualified** for their special lines than in most public high schools. The fact that the year consists of four twelve-week terms permits the student to do **vastly more in a year** than is done in the average high school in an **eight months' term**. Persons wanting a high school course **can not do better** than to secure it in this school. All students of Indiana under 21 years of age and not convenient to a public high school are entitled to arrange with their respective township trustees to have their **tuition in this institution paid** from the regular school fund for a period sufficient for them to complete the high school course.

Regular Commissioned High School Course

Eleven Terms of Twelve Weeks each.

A certificate of graduation from this course will entitle the holder to all the privileges accorded to graduates of commissioned high schools of the State.

First Year

First Term.

Col. Entrance Course

Comp. and Rhet. (1)
Latin or German (1)
Algebra (1)
Botany or Zoology

Language Course

Comp. and Rhet. (1)
Latin or German (1)
Ancient History (1)
Botany or Zoology

Mathematics Course

Comp. and Rhet. (1)
Algebra (1)
Ancient History (1)
Botany or Zoology

Second Term.

Comp. and Rhet. (2)
Latin or German (2)
Algebra (2)
Botany or Zoology

Comp. and Rhet. (2)
Latin or German (2)
Ancient History (2)
Botany or Zoology

Comp. and Rhet. (2)
Algebra (2)
Ancient History (2)
Botany or Zoology

Third Term.

Comp. and Rhet. (3)
Latin or German (3)
Algebra (3)
Botany or Zoology

Comp. and Rhet. (3)
Latin or German (3)
Mediaeval History
Botany or Zoology

Comp. and Rhet. (3)
Algebra (3)
Mediaeval History
Botany or Zoology

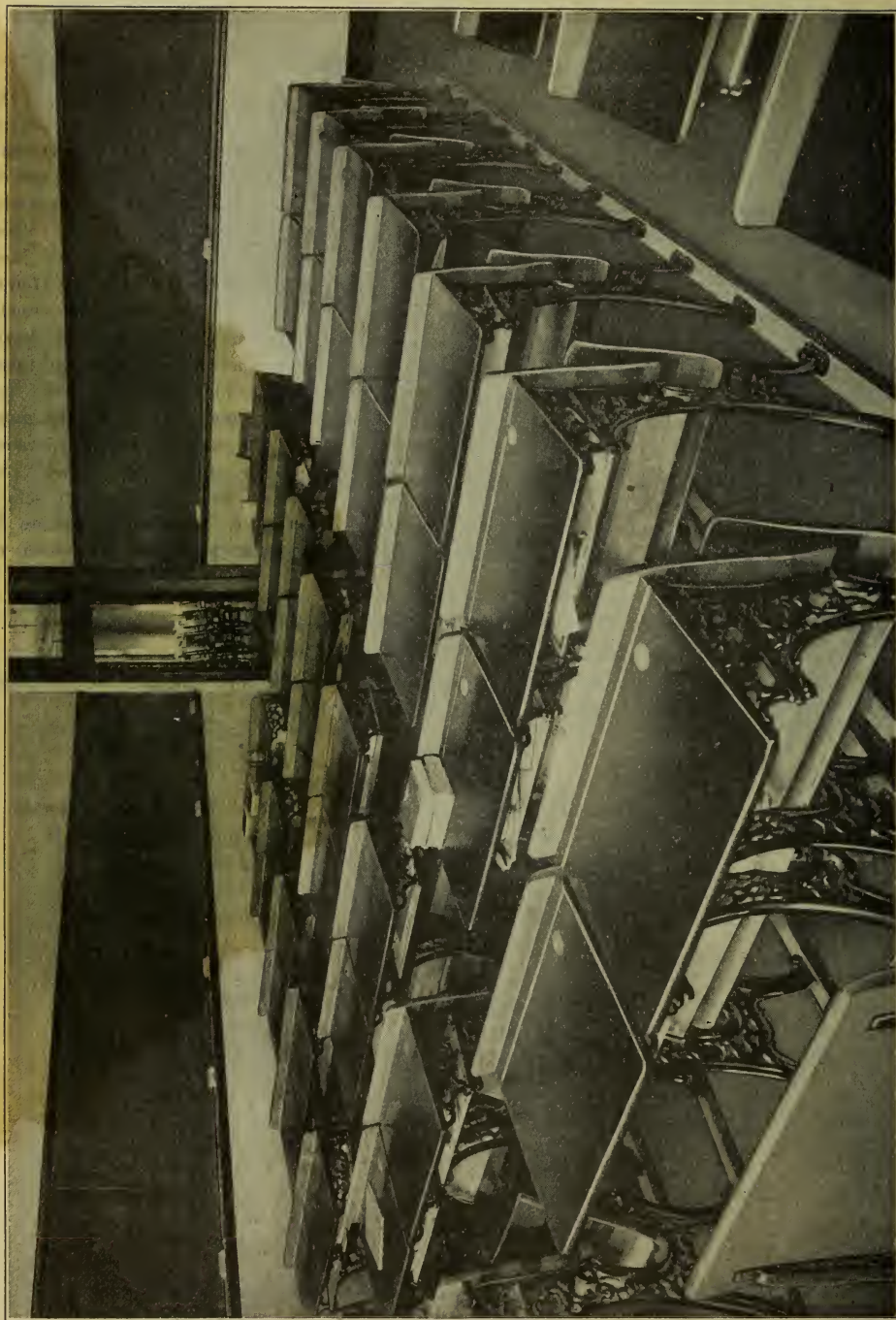
Second Year

First Term.

Eng. or Amer. Lit.
Latin or German
Geometry, Plane (1)
Ancient History (1)

Eng. or Amer. Lit.
Latin or German
Modern History
Botany or Zoology

Eng. or Amer. Lit.
Geometry, Plane (1)
Modern History
Botany or Zoology



HIGH SCHOOL ASSEMBLY ROOM

Second Term.

Eng. or Amer. Lit.	Eng. or Amer. Lit.	Eng. or Amer. Lit.
Latin or German	Latin or German	Geometry (2)
Geometry (2)	Eng. or Amer. History	Eng. or Amer. History
Ancient History (2)	Botany or Zoology	Botany or Zoology

Third Term.

Eng. or Amer. Lit.	Eng. or Amer. Lit.	Eng. or Amer. Lit.
Latin or German	Latin or German	Geometry (3)
Geometry (3)	Eng. or Amer. History	Eng. or Amer. History
Mediaeval History	Botany or Zoology	Botany or Zoology

Third Year

At the beginning of the third year each student shall choose a major which must consist of five additional terms' work in any one or two of the following subjects: English, Foreign Language, Mathematics, History, or Natural Science.

In each of the three courses, the first two years of which are outlined above, the student shall choose his work throughout the third year as follows:

English or American Literature.

Chosen Major Subject.

Two Elective Subjects.

Fourth Year

The remaining two terms which shall constitute the fourth year of the regular Commissioned High School Course the student will be required to pursue his Major Subject and three Elective Subjects.

The Elective Subjects for the Regular Commissioned High School Course shall be chosen from the following:

Physics, Chemistry, Agriculture, Modern History, United States History, Physical Geography, Commercial Geography, Commercial Arithmetic, Commercial Law, Civil Government, Physiology, Solid Geometry, Cooking, Domestic Art (Sewing, dressmaking and millinery), Mechanical Drawing, Architectural Drawing, Wood Working, Bookkeeping, and Stenography (including typewriting).

Note:—In addition to the foregoing, all persons completing the Commissioned High School course will be required to have one credit in each Drawing and Music taken as drills. Persons electing Manual Training of any kind in this course shall be allowed, when it is thus preferred, to pursue this work during the first two years instead of Science, and continue the Science as outlined for the first two years to the third and fourth years, or in its stead Physics and Chemistry may be pursued.

Certified High School

By Credit Plan.

All persons desiring to enter the teaching profession or for other purposes in need of a high school diploma and who do not wish to spend the time necessary to complete a commissioned course are entitled to enter this course and receive its benefits. A certificate of graduation from the Certified High School Course is granted when the student has secured thirty-seven credits in the course prescribed below. It being possible to secure four credits per term, this will require nine terms for those who enter direct from the eighth grade, provided that one term during the nine an additional subject be carried; and a shorter time, depending upon the amount of work of high school grade already done, for those who enter from non-commissioned and non-certified high schools. In addition to the thirty-seven credits above mentioned, all graduates from this course will be expected to have had at least one term's work in each Music and Drawing, pursued as drills. A certificate of completion of the Certified High School Course entitles the holder to enter Courses "A," "B," and "C," and the Two-Year Course for teachers

of Indiana. In this course a credit shall consist of one subject pursued successfully for a period of twelve weeks.

Certified High School Course

By Credits.

Rhetoric and Composition.....	Three credits
American Literature.....	Three credits
English Literature.....	Three credits
Latin or German.....	Nine credits
Science.....	Six credits
Algebra.....	Four credits
Plane Geometry.....	Two credits
Solid Geometry.....	One credit
Commercial Arithmetic.....	One credit
History.....	Five credits
Music (as drill).....	One credit
Drawing (as drill).....	One credit

The six credits in Science and five in History may be chosen from the following:

Physics.....	Three credits
Chemistry.....	Three credits
Agriculture.....	Two credits
Botany.....	Three credits
Zoology.....	Three credits
Ancient History.....	One or two credits
Mediaeval History.....	One credit
Modern History.....	One credit
United States History.....	One or two credits

Commissioned High School

By Credit Plan.

Certificate of graduation from this course is granted when the student has secured **forty-two credits** along approved lines. The requirements for entrance upon this course and credit for work already done will be the same as for the certified high school. All persons completing this course will be expected to have, in addition to the forty-two credits mentioned above, at least one credit in each Music and Drawing carried as drills. Persons holding certificates of graduation from this course are entitled to enter the Scientific and Classic Courses; College Course; Courses "A," "B," and "C," and the Two-Year Course for teachers.

Graduates from this course will be given Freshman standing in the colleges and universities of the country and all other privileges which would be accorded to graduates of the best high schools of this and other States. In this, as in other courses, a credit shall consist of one subject pursued successfully for one term of twelve weeks.

Commissioned High School Course

By Credits.

Rhetoric and Composition.....	Three credits
American Literature.....	Three credits
English Literature.....	Three credits
Latin or German.....	Nine credits
Science.....	Six credits
Algebra.....	Four credits
Plane Geometry.....	Two credits
Solid Geometry.....	One credit
Commercial Arithmetic.....	One credit
History.....	Five credits
Music (as drill).....	One credit
Drawing (as drill).....	One credit
Elective Subjects.....	Five credits

The six credits of Science, five credits of History and the five elective credits must be chosen according to the following:

Physics	Three credits
Chemistry	Three credits
Agriculture	Two credits
Botany	Three credits
Zoology	Three credits
Ancient History	Two credits
Mediaeval History	One credit
Modern History	One credit
United States History	Two credits
Cooking	Two credits
Domestic Art (sewing, dressmaking and millinery).....	Four credits
Bookkeeping	Four credits
Stenography (including typewriting)	Four credits
Mechanical Drawing	Four credits
Wood Working	Two credits
Architectural Drawing	Two credits
Physical Geography	One credit
Commercial Geography	One credit
Civil Government	One credit
Commercial Law	One credit

Those desiring greater latitude in the selection of subjects for the High School Course than is given in the Certified and Commissioned Credit Courses can be satisfied by taking the Regular Commissioned Course as outlined on pages 23 and 25.

Note:—All persons completing a High School course will be awarded diplomas or certificates of graduation upon payment of the regular diploma fee, the same as in other courses.

TEACHER'S DEPARTMENT

Since the courses of study in an Accredited School must conform to those of the State Normal School, we have taken the liberty to adapt the explanation of the courses of study made by that institution to the organization of the courses in this school.

The General Assembly enacted a law which divides all common school teachers of the State into four classes, known as Class A, Class B, Class C, and Class D.

Members of Class A are persons that have had no previous experience as teachers; such teachers must be graduates of commissioned or certified non-commissioned high schools or have equivalent scholarship, must have not less than twelve weeks' work in a professional school for the training of teachers, and hold a license of not less than twelve months.

Class B includes teachers that have had one year's experience. Such teachers are required to be graduates of commissioned or certified non-commissioned high schools or have equivalent scholarship, to hold a license of not less than two years, to have had not less than twenty-four weeks' work in a professional school for the training of teachers, and to hold a success grade.

To be a member of Class C a person must be a graduate of a commissioned or a certified non-commissioned high school or have equivalent scholarship, hold a three years' license, or its equivalent, have had three years' successful experience, have a success grade, and be a graduate of a professional school for the training of teachers.

To Class D belong those teachers who have taught five years, two of which were in Class C.

The wages of teachers are determined by the class of which they are members.

Another Educational law enacted by the General Assembly provides for a regular system of normal school instruction throughout the State. This law provides for a two years' course for high school graduates, the completion of which will be accepted in lieu of a license and will entitle one to teach in the district or town schools for three years without examination.

To meet the needs of all these classes of teachers and students the Muncie Normal Institute has organized the following courses.



TRAINING SCHOOL AT WORK

COURSES FOR TEACHERS OF INDIANA

Class "A" Course

(Twelve Weeks.)

In this course four subjects must be selected from groups (a), (b), (c) and (d), also an additional subject from group (e) is optional with the student.

Group (a)—

Psychology (1)	twelve weeks
Observation (1)	twelve weeks
Method (1)	twelve weeks
History of Education (1)	twelve weeks
Child Study	twelve weeks

Group (b)—

Arithmetic (1) or (2)	twelve weeks
Grammar (1) or (2)	twelve weeks
American Literature	twelve weeks
Physiology and Hygiene	twelve weeks
English Literature	twelve weeks
United States History (1) or (2)	twelve weeks
Oral Reading and Literature (1) or (2)	twelve weeks
Geography (1) or (2)	twelve weeks

Group (c)—Latin, German, Algebra, Commercial Arithmetic, Geometry, Trigonometry, Physics, Chemistry, Botany, Zoology, Agriculture, English Literature, American Literature, English Composition, Physical Geography, Commercial Geography, Civil Government, History, Bookkeeping, Commercial Law, Manual Training and Domestic Science.

Group (d)—All subjects scheduled in Groups (b) and (c) as given above.

Group (e)—

Music, each day, without outside preparation	twelve weeks
Penmanship, each day, without outside preparation	twelve weeks
Drawing, each day, without outside preparation	twelve weeks
Physical Training, each day, without outside preparation	twelve weeks
Manual Training, each day, without outside preparation	twelve weeks

The choice of subjects from the above groups must be as follows:—One from Group (a), one from Group (b), one from Group (c), and one from Group (d). At the student's option an additional subject may be chosen from Group (e).

The above course is especially organized for graduates of commissioned or certified non-commissioned high schools who have not taught and who are by law required to have at least twelve weeks' work in a school maintaining a professional course for the training of teachers, before teaching. Credits made in this course may be applied on any of the teachers' courses embracing the subjects pursued in this course, and on the College Course.

Class "B" Course

(Twenty-four Weeks, Twelve Weeks in Addition to Class "A.")

In Class "B" Course the four subjects elected for Class "A" shall constitute the first term's work, and four additional subjects must be elected and pursued for a period of twelve weeks. Although not required, a fifth subject may be chosen from group (e).

The following is a list of subjects from which Class "B" Course must be chosen:

Group (a)—

Psychology (1) or (2)	twelve weeks
Observation (1) or (2)	twelve weeks
Method (1) or (2)	twelve weeks
History of Education (1) or (2)	twelve weeks
Child Study	twelve weeks

Group (b)—

Arithmetic (1)	twelve weeks
Arithmetic (2)	twelve weeks
Grammar (1)	twelve weeks



VIEW LOOKING SOUTH FROM COLLEGE, SHOWING INSTITUTE TRAINING SCHOOL

Grammar (2)	twelve weeks
United States History (1).....	twelve weeks
United States History (2)	twelve weeks
Oral Reading and Literature (1).....	twelve weeks
Oral Reading and Literature (2).....	twelve weeks
Geography (1)	twelve weeks
Geography (2)	twelve weeks
Physiology and Hygiene	twelve weeks
American Literature	twelve weeks
English Literature	twelve weeks
Group (e)—Same as in Class "A."	
Group (d)—Same as in Class "A."	
Group (c)—Same as in Class "A."	

The subjects for the second term's work of Class "B" must be chosen as follows:—
One from Group (a), one from Group (b), one from Group (c), and one from Group (d),
with no duplication of the work taken in Class "A" Course.

This course is organized especially for graduates of commissioned or certified non-commissioned high schools who have had at least one year's experience as teachers, and who were by law, after August 1, 1908, required to have "at least twenty-four weeks' work in a school maintaining a professional course for the training of teachers." Credits made may be applied to any of the courses embracing the subjects pursued in this course.

Course for Teachers of Class "C."

(Nine Terms, Seven Terms in Addition to Class "B" Course.)

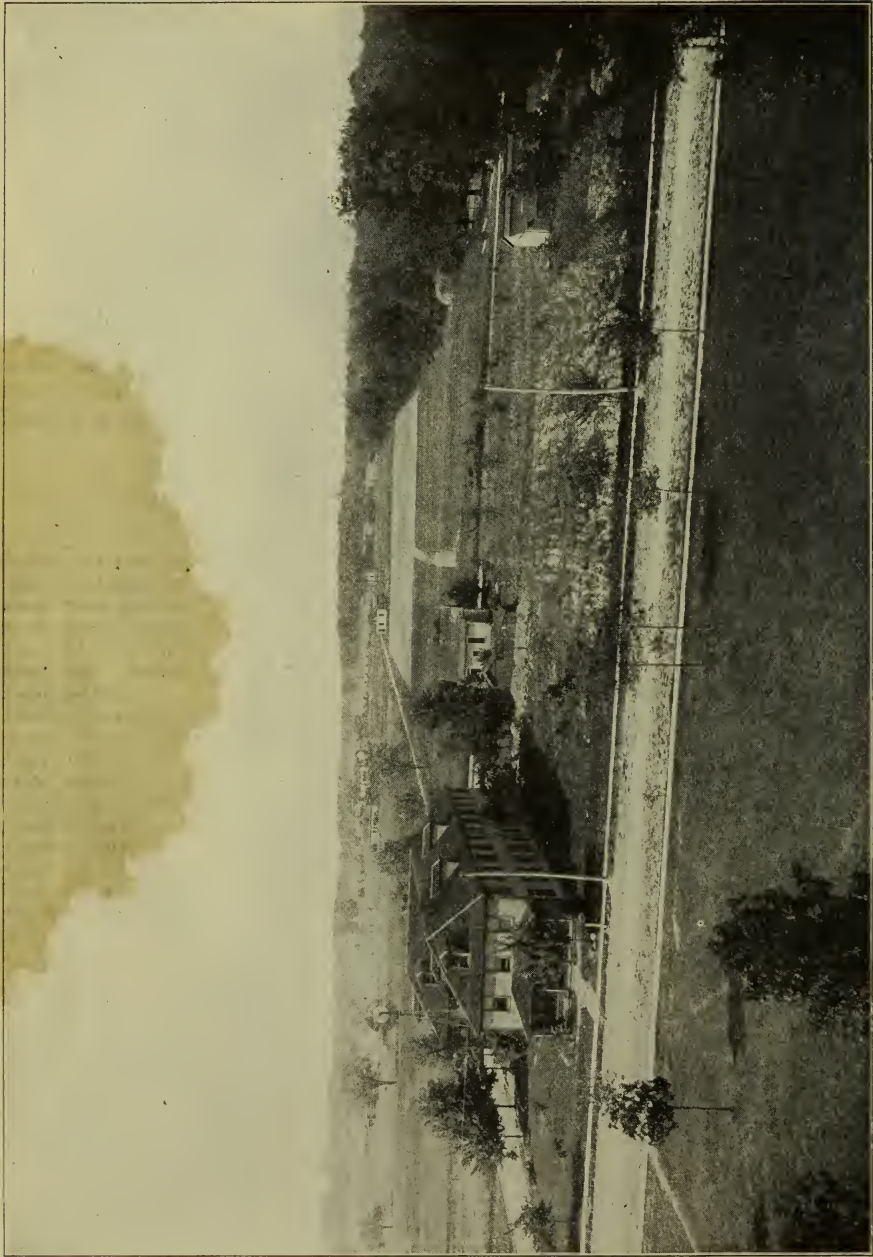
Required Subjects.

Arithmetic	twenty-four weeks
Language, Grammar and Composition.....	twenty-four weeks
History and Civil Government.....	twenty-four weeks
Physiology and Hygiene	twenty-four weeks
Oral Reading and Literature.....	twenty-four weeks
Geography	twenty-four weeks
Pennmanship	twelve weeks
Educational Psychology, with special reference to grade work.....	thirty-six weeks
Principles and Methods of Teaching.....	twelve weeks
Observation in Training Schools.....	twelve weeks
Practice in Training Schools.....	twelve weeks
History of Education	twenty-four weeks
Manual Training and Domestic Science.....	twelve weeks
Vocal Music	twelve weeks
Drawing	twelve weeks
Composition	twelve weeks
Nature Study	twelve weeks
Physical Culture (two hours per week)	twenty-four weeks

Elective Subjects.

Latin	three years
German	three years
Algebra	one year
Geometry	one year
Trigonometry and Analytical Geometry.....	one year
Physics	two years
Chemistry	two years
Botany	two years
Zoology	two years
English and American Literature.....	two years
History	two years

The course is organized for graduates of commissioned or certified non-commissioned high schools and others of equivalent scholarship. A "credit" consists of twelve weeks' successful work in any subject. Thirty-eight credits are necessary for graduation. Four heavy subjects carried regularly with daily recitations of fifty minutes each, five days per week, is the maximum work for students, provided that in addition to this, Music,



INSTITUTE AGRICULTURAL PLATS—BIRD'S-EYE VIEW LOOKING WEST FROM MAIN BUILDING

Pennmanship, Physical Training, Manual Training or Drawing may be carried as a fifth subject, or a "solid" may constitute the fifth subject in case the student secured three P+ grades for the preceding term's work.

The work done in the elective subjects of this course is of standard college grade and quality. In this as in the College Course when a student elects a subject he is required to do not less than one full year's work in such subject. When Latin or German is elected two full years' work is required. Only with the consent of the head of the department may a student drop a subject once begun before the required amount of work is completed.

Those completing this course will receive the degree, Bachelor of Pedagogy.

Course for Teachers of District and Town Schools

(Six Terms, Four Terms in Addition to Class "B" Course)

Composition	twelve weeks
Language, Grammar and Composition.....	twenty-four weeks
Arithmetic	twenty-four weeks
Oral Reading and Literature.....	twenty-four weeks
Geography	twenty-four weeks
History and Civil Government.....	twenty-four weeks
Physiology and Hygiene	twenty-four weeks
Vocal Music	twelve weeks
Drawing	twelve weeks
Principles and Methods of Teaching.....	twelve weeks
Educational Psychology, with special reference to grade work.....	twenty-four weeks
Observation and Practice in Training Schools, graded and country.....	twenty-four weeks
Manual Training and School Economics adapted to all grades.....	twelve weeks
Physical Culture	(two hours per week)—twenty-four weeks
History of Education.....	twelve weeks
Pennmanship	twelve weeks
Elective (from other courses).....	twenty-four weeks

This course is open to graduates of certified and commissioned high schools and others of equivalent scholarship.

Note:—A diploma from this course is, in effect, a three years' license to teach in district and town schools. Credits obtained in this course may at any time be applied on the course for teachers of Class "C," or on the Scientific, Classic and College Courses. The "Elective Subjects" may be chosen in any subject already pursued in this course, provided more work is offered in that branch.

Examination for Entrance to the Professional Courses

Persons not having completed the high school course or an equivalent preparatory course may take an entrance examination. The questions for this examination are prepared and the manuscript graded by the State Board of Education. This examination is held in each county of the State and is in two divisions. The first division is given on the last Saturday of January, March, May and July, and the second division on the last Saturday of February, April, June and August.

To Students From Other States

The Muncie Normal Institute has a liberal patronage from other States. The readjustment to meet the conditions of the new laws of Indiana makes the school even more attractive than before.

The school system of Indiana is unsurpassed and students from other States preparing for teaching will find the methods modern and progressive. The fact that the school has been selected by the State as one of its "accredited" schools is a sufficient pledge that the character of the work and the equipment are ample to meet the most exacting demands.

LIBERAL ARTS AND COLLEGE DEPARTMENT

Courses are especially prepared to serve the double purpose of giving a full and rounded education to those who complete them and to serve as two, three or four years of a standard university course, for which the best institutions give full credit. A large number of persons avail themselves of these courses in order that they may secure the advantage of attending a school where the expenses are not so great and at the same time secure personal instruction under the heads of departments—an advantage rarely offered the under classmen in an old line college.

Scientific Course

Entrance—All persons having completed a Commissioned High School Course or its equivalent shall be entitled to Freshman standing in the Scientific Course.

Advanced Standing—Those applying for admission who have had work in excess of that necessary for the completion of the commissioned high school course will be given credit on the Scientific Course according to the amount of such work.

Requirements for Graduation—Graduates from this course must have not less than twenty credits, secured as follows:

- A minimum of three credits in Foreign Language,
- A minimum of three credits in History,
- A minimum of three credits in English,
- A minimum of three credits in Higher Mathematics,
- A minimum of three credits in Science and Philosophy,
- And five elective credits.

All work given in Classes "A," "B" and "C," excepting the purely "Common Branch" subjects and drills, may be applied on this course according to conditions prescribed above. The elective subjects of this course must be of College grade, including the Industrial courses. If Physics is chosen as required Science, not fewer than three credits must be secured. If Chemistry, Botany or Zoology are taken as required Science, not fewer than two credits in each of the ones pursued must be secured.

This work, because of the nature of the studies pursued, is known as the Scientific Course. Mathematics, Science and Languages continue throughout one year. History and English together occupy the time of one regular study through the entire course.

The student who has mastered Algebra has a delightful year in Mathematics. In this the work is very thorough, special attention being given to the clear and logical expression of all relations.

Those who complete this course are granted a Diploma with the degree B. S. The applicant should hold a county license for at least one year in these branches: Geometry, Algebra, Chemistry, Physics, Latin, Literature or General History. The faculty reserves the right to require this license.

Note—Persons who entered upon the Scientific Course prior to September, 1912, will be figured according to the course as outlined in 1911-1912 catalogue, unless they prefer to complete the new course.

SUGGESTIVE OUTLINES

of Subjects

Meeting the Demand for Scientific Graduation

The following are suggestive courses the completion of which will entitle the student to graduation from the Scientific Course. In these suggestive courses the first mentioned subject is pursued throughout the course, while the subject receiving second mention is pursued four terms. These Major and Minor subjects have been so chosen that they may be reversed and produce well balanced courses.

FIRST YEAR

First Term

**Language and Literature
Course**

Latin or German
American Lit. IV
Trigonometry
Science

**History and English
Course**

History I
American Lit. IV
Latin or German
Science

**Mathematics and Science
Course**

Trigonometry
Science
Latin or German
Elective

Second Term

Latin or German
English Lit. IV
College Algebra
Science

History II
English Lit. IV
Latin or German
Science

College Algebra
Science
Latin or German
English Lit. IV

Third Term

Latin or German
History IX
College Algebra
Science

History IX
College Algebra
Latin or German
Science

College Algebra
Science
Latin or German
History IX

SECOND YEAR

First Term

Latin or German
Col. Composition
History X
Elective

History X
Col. Composition
Analytic Geometry or
Surveying
Elective

Analytic Geometry or
Surveying
Science
Col. Composition
History X

Second Term

Latin or German
English Lit. V
History XI
Elective

History XI
English Lit. V
Analytic Geometry or
Astronomy
Elective

Analytic Geometry or
Astronomy
English Lit. V
History XI
Elective

Classic Course

The work in this course is so presented as to develop the students' powers of thought and expression and give the greatest possible amount of culture for the time spent. The student is required to do much research work in Muncie's excellent library, make reports on political and ethical questions as a part of the class work, while each term he prepares and delivers an original production on some topic of general interest. The aim is student-ship, not merely to store the mind with useful knowledge, but to create a thirst for it, so that whether the student goes into the university of higher education or out in the great university of life, he may be an investigator, a thinker, and a factor in the world's work.

Entrance—Scientific graduation or its equivalent will be required for entrance upon the Classic Course.

Requirements for Graduation—Thirty-six credits above entrance to Scientific Course, or sixteen credits above that required for graduation from Scientific Course.

Candidates for graduation from the Classic Course must have chosen a MAJOR and a MINOR, and with this exception all the work above that required for graduation from the Scientific Course is elective. Seven College-Grade credits in the same subject, secured in Scientific and Classic Courses together, shall constitute a major, and four credits, similarly secured, shall constitute a minor. The student must choose his major and minor subjects from any two of the following: Foreign Language, all in one language or at least three credits in any language elected; History and Literature; Mathematics; Science, not fewer than three credits in any science elected; Philosophy; Pedagogy.

The elective subjects in this course must be of college grade and not include any purely "Common Branch" subjects.

The Classic Year takes up lines of investigation made possible only through the work of the previous years. It should be borne in mind that a year includes four terms of twelve weeks each, or forty-eight weeks.

The degree Bachelor of Arts is awarded those completing this course.

Students holding a three years', five years', or higher license, and desiring to enter the Scientific or Classic courses, will be allowed a certain specific amount of credit on the work preparatory to these courses. The amount of such credit will depend upon the amount of high school work that has been done, together with the grade of the license.

Note:—Persons who entered upon the Scientific Course prior to September, 1912, will be figured on the Classic Course according to the course as outlined in 1911-'12 catalogue, unless they prefer to complete the new course.

SUGGESTIVE SELECTION

of Subjects for Classic Course

The following are suggestive schedules of subjects the pursuance of which will entitle the student to graduation from the Classic Course. The first five terms are outlined in the suggestive courses leading to Scientific graduation. While the greater part of the last four terms of the Classic Course may be elected at the option of the student, yet the careful consideration of those of extensive experience suggests that the student who constrains himself to pursue one of the schedules of studies as given below will find himself in possession of greater power for usefulness than the one who, without special design, chooses his studies.

SECOND YEAR

Third Term

Language and Literature Course

Latin or German
American Lit. V
Polit. Economy
History XII

History and English Course

History XII
American Lit. V
Polit. Economy
Math. or Science

Mathematics and Science Course

Analytic Geometry
Science
Polit. Economy
History XII

THIRD YEAR

First Term

Latin or German	History VII	Analytic Geometry
English Lit. VI	English Lit. VI	Science
Logic	Logic	Logic
History VII	Math. or Science	History VII

Second Term

Latin or German	History VII	Dif. Calculus
English Lit. VII	English Lit. VIII	Science
Ethics	Ethics	Ethics
History VIII	Math. or Science	History VII

Third Term

Mythology	Mythology	Mythology
Science	Science	Science
Elective	Elective	Elective
Elective	Elective	Elective

Note:—Three terms of work in the Industrial Department may be included as a part of the Science elected in the Classic Course.

Graduate Course

This is designed to meet the demand for a course of study leading to the M. A. degree and containing only such subjects as are desired by wide-awake and progressive teachers and others desiring a practical college education.

It is expected that this will prove an attractive course to teachers owing to the fact that in it they can secure just such work as will fit them for efficient instructors and superintendents in the public schools, not only in the high school but in the grades as well; and the work will not be irksome because they are not compelled to carry a number of studies for which they have no immediate need.

This is meant to be a thoroughly practical course and students will be given considerable latitude in the selection of subjects.

All graduates of Commissioned High Schools of Indiana or their equivalents of other States and persons having passed the equivalency examination given by the State Board of Education will be admitted to this course without examination, but without additional credit except for work done above that necessary for securing the High School diploma.

Persons holding the Bachelor of Arts or Bachelor of Pedagogy degrees from this institution may complete the Graduate Course by doing three terms' work.

Forty-eight credits above that necessary for entrance shall be required to complete this course and these must be chosen from the following subjects:

Group (a)—

Solid Geometry	one credit
College Algebra	two credits
Trigonometry	one credit
Analytic Geometry	two credits
Calculus	two credits
Surveying	one credit
Astronomy	one credit

Group (b)—

Latin	eighteen credits
German	sixteen credits
Greek	four credits
English	ten credits

Group (c)—

American History	two credits
English History	two credits
French History	one credit
German History	one credit

Ancient History	two credits
Mediaeval History	two credits
Modern History	two credits
Group (d)—	
American Literature	five credits
English Literature	seven credits
English Composition	one credit
Group (e)—	
Physics	eight credits
Chemistry	seven credits
Botany	four credits
Zoology	four credits
Domestic Art	three credits
Commercial Geography	one credit
Domestic Science	three credits
Advanced Human Physiology	one credit
Agriculture	two credits
Manual Training	three credits
Group (f)—	
Philosophy	six credits
Methods of Teaching	two credits
School Organization	one credit
School Economics	one credit
History of Education	two credits
Story-Telling	one credit
Manual Training (solid)	three credits
Domestic Science	three credits
Drawing (solid)	three credits
Group (g)—	
Penmanship (drill)	one credit
Drawing (drill)	one credit
Physical Culture (drill)	two credits
Manual Training (drill)	two credits

Credits to constitute the Graduate Course must be chosen as follows:—Not fewer than four credits from each of any four groups chosen, from (a), (b), (c), (d), (e) and (f), and not more than eighteen credits from any one group, provided that from group (g) the maximum number of credits that may be made to apply shall be two. One of the first six groups shall be chosen as a major from which, at least, twelve credits must be secured.

Those completing this course after having received the Bachelor of Pedagogy degree from this institution must adhere to the following in the selection of their year's work: The entire twelve credits must be chosen from any four groups out of groups (a), (b), (c), (d), (e) and (f), with not fewer than two nor more than six credits out of any one of the chosen groups.

A credit shall consist of doing the work successfully in any subject for a period of one term of twelve weeks, five days per week. No student shall be permitted to carry more than the regular number of studies, except in case three P+s were secured for the previous term's work. Upon payment of regular graduation fee those having secured forty-eight credits as above described shall receive the M. A. degree.

DEPARTMENT OF LAW

This institution has for a number of years supported a Department of Law. At no time has the School of Law been in better shape than at present. A number of its graduates are successful practitioners in several States of the United States. The courses have been revised to meet the demands of the profession. New features have been added and it is the intention to make the work of this department second to none for a three years' course.

When to Enter—The student may enter the Law Course at the beginning of any term, but naturally preference should be given to the fall and summer terms, as an especial effort will be made to have the classes adapted to those beginning the work at these terms. Special students in Law, not candidates for a degree, may enter at the beginning of any term

and no entrance requirements with regard to previous training will be exacted of such persons.

Regular Three-Year Law Course

(Nine terms of twelve weeks each.)

Freshman Year

First Term—"Cases on Contracts," Benjamin, four hours per week; "Cases on Criminal Law and Criminal Pleading and Practice," Beale, four hours per week; "Cases on Torts," Ames and Smith, two hours per week.

Second Term—Ames, Stephen and Hepburn on Pleading, three hours per week; Moot Court, one hour per week; "Cases on Contracts," Benjamin, three hours per week; "Cases on Torts," Ames and Smith, three hours per week.

Third Term—"Cases on Property," Volumes I and II by Gray, four hours per week; Beale and Hale on Damages, three hours per week; Ames, Stephen and Hepburn on Pleading, two hours per week; Moot Court, one hour per week.

Junior Year

First Term—"Cases on Domestic Relations," Woodruff, three hours per week; Sales of Personal Property, four hours per week; Ames, Volume I, and Merwin on Equity, two hours per week; Moot Court, one hour per week.

Second Term—"Cases on Bills and Notes," Smith and Moore, two hours per week; "Cases on Evidence," Thayer, two hours per week; Ames, Volume I, and Merwin on Equity, three hours per week; Moot Court, one hour per week; "Cases on Property," Volumes III and IV of Gray, two hours per week.

Third Term—Principles of and Cases on Constitutional Law, Cooley and McClain, respectively, three hours per week; "Cases on Property," Gray, two hours per week; "Cases on Bills and Notes," Smith and Moore, two hours per week; "Cases on Evidence," Thayer, two hours per week; Moot Court, one hour per week.

Senior Year

First Term—"Insurance" and "Cases on Insurance," Elliott and Wambaugh respectively, three hours per week; "Corporations" and "Cases on Private Corporations," Marshall and Wilgus respectively, four hours per week; "Cases on Code Pleading," Hepburn, two hours per week; Practice Court, one hour per week.

Second Term—"International Law" and "International Diplomacy," Lawrence and Hershey respectively, three hours per week; "Corporations" and "Cases on Private Corporations," Marshall and Wilgus respectively, three hours per week; "Cases on Code Pleading," Hepburn, three hours per week; Practice Court, one hour per week.

Third Term—"Cases on Property," Volumes V and VI of Gray, three hours per week; "Cases on Conflict Laws," Beale, two hours per week; "Cases on Suretyship," Ames, two hours per week; "Elements of Partnership" and "Cases on Partnership," Mechem and Ames respectively, two hours per week; Practice Court, one hour per week.

Those completing this three-year course in a satisfactory manner will have the degree LL.B. conferred upon them. It is so arranged that those desiring to do so can take the first year of this course as a part of the Classic Course and thus secure the Bachelor of Laws degree by doing six terms' work after completing the Classic Course.

Combined Liberal Arts and Law Course

Those students desiring to secure the degrees Bachelor of Science, Bachelor of Arts and Bachelor of Law may, by enrolling in the combined Liberal Arts and Law courses, shorten the time ordinarily required to secure these degrees by one year.

Those entering this course must have completed the same amount of work as is required for entrance to the regular Classic Course, except that any person not a candidate



BOOKKEEPING ROOM—COMMERCIAL DEPARTMENT

for a degree may enter any class in law as a special student. In such case no entrance requirements are demanded.

Law-Classic

In this course the student shall pursue his chosen major subject for the regular Classic Course throughout the year and in addition shall secure each term five credits in the Freshman year of the Law Course. A credit shall consist of one hour per week in this course.

Note:—In the combined Law and Liberal Arts Course the student will be permitted to substitute other work for that prescribed in the course when the faculty committee consider it expedient to do so.

BUSINESS UNIVERSITY DEPARTMENT

Suggestive Courses for Business Department

Bookkeeping Course

Two-Term Course

First Term—Bookkeeping, Arithmetic, Grammar, Actual Business, Spelling, Penmanship, Rapid Calculation, Debating.

Second Term—Bookkeeping, Commercial Law, Grammar, Actual Business, Letter Writing and Civics, Rapid Calculation, Penmanship, Debating.

Three-Term Course

First Term—Bookkeeping, Arithmetic, Grammar, Penmanship, Spelling, Rapid Calculation, Debating.

Second Term—Bookkeeping, Grammar, Penmanship, Rapid Calculation, Actual Business, Commercial Law, Debating.

Third Term—Bookkeeping, Civics and Letter Writing, Actual Business, Rhetoric, Penmanship.

Four-Term Course.

First Term—Bookkeeping, Grammar, Arithmetic, Commercial Law, Spelling, Penmanship, Rapid Calculation, Debating.

Second Term—Bookkeeping, Grammar, Actual Business, General History, Letter Writing, Civics, Penmanship, Rapid Calculation.

Third Term—Bookkeeping, Rhetoric, Actual Business, General History, Penmanship, Spelling, Debating.

Fourth Term—Bookkeeping, Political Economy, Rhetoric, Actual Business, Penmanship, Commercial Geography.

Regular Shorthand Course

First Term—Shorthand, Typewriting, Spelling, Grammar, Penmanship.

Second Term—Dictation Shorthand, Speed Shorthand, Grammar, Rhetoric, Typewriting.

Post Graduate Shorthand Course

First Term—Advanced Shorthand, Typewriting, Rhetoric, First Latin (advised), Literature.

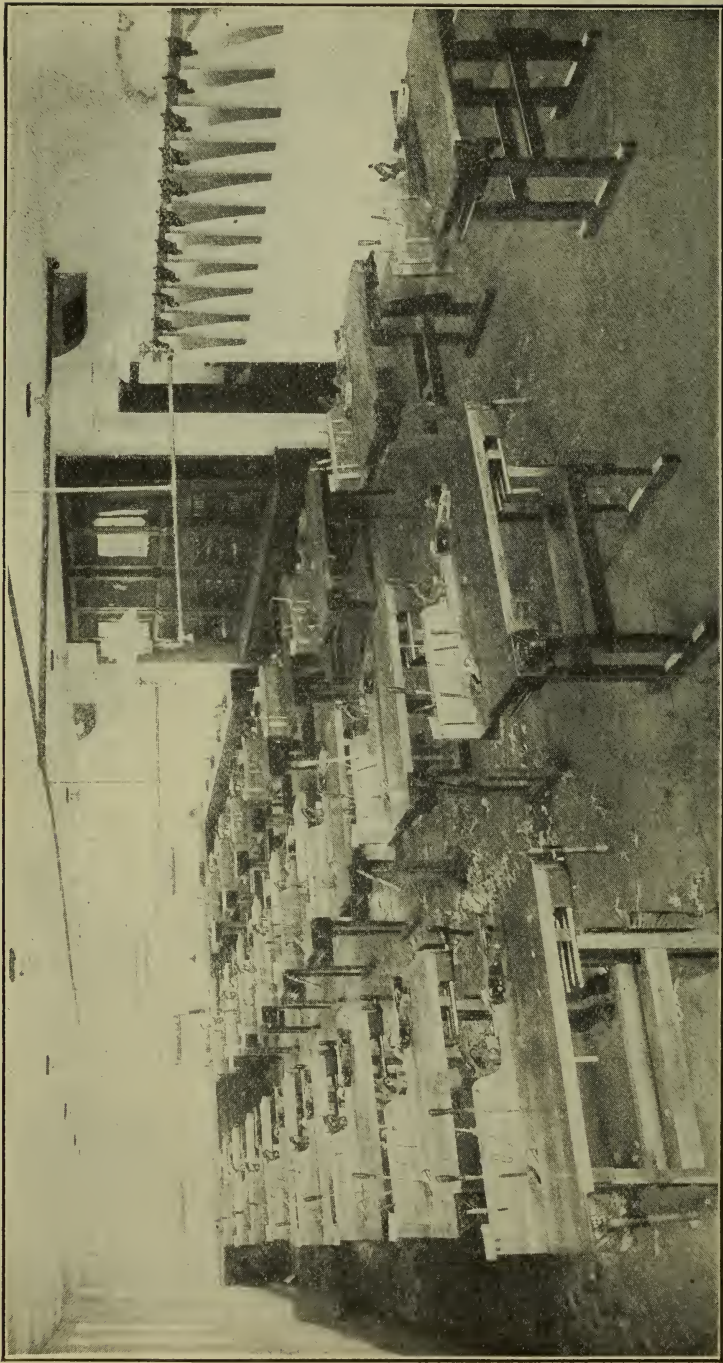
Second Term—Court Reporting, Typewriting, Literature, Second Latin (advised), English History.

Recommended Combination Shorthand and Bookkeeping Course

First Term—Shorthand, Bookkeeping, Grammar, Commercial Arithmetic, Typewriting.

Second Term—Shorthand, Bookkeeping (or Actual Business), Spelling, Typewriting, Grammar.

Third Term—Advanced Shorthand, Typewriting, Actual Business (or Bookkeeping), Letter-Writing, Advanced Dictation.



ONE OF THE MOST INVITING AND ELABORATELY EQUIPPED WOOD WORKING SHOPS
IN THE COUNTRY

INDUSTRIAL DEPARTMENT

There is no one demand so universal, nor is any one sentiment so widely diffused, as is the conviction that in all schools, public and private, industrial work should be emphasized, in order to meet the needs and to benefit the great mass of those who must go out each year to confront and solve the problems of life through some form of labor with their hands.

The public, private and parochial schools everywhere are being called upon to give instruction in the arts and crafts. At the present time properly prepared teachers are not so scarce in any department of our school work as those departments involving industrial instruction. To meet this increasing demand for efficient instruction along these lines the Muncie Normal Institute has installed an industrial department which will always closely adhere to all the requirements of the State Board and the new law regulating vocational education. These courses are outlined as follows:

Teachers' Industrial Courses (Three Terms of Twelve Weeks Each)

All persons having graduated from a Certified or Commissioned High School course and those having an equivalent amount of academic training, shall be admitted to these courses without examination. These courses are also open to such as do not expect to teach in Indiana and have not had a high school course, but hold a license to teach in the public schools of any state. Persons completing either the Teachers' Manual Training Course or Teachers' Domestic Art and Science Course are entitled to teach in any of the public schools of Indiana or other states.

First Term

Teachers' Manual Training Course

Elementary Wood work
Mechanical Drawing
Psychology
Agriculture, Physics or Chemistry

Teachers' Domestic Science Course

Cooking and Sewing
Observation
Chemistry
Drawing

Second Term

Advanced Wood Work
Mechanical Drawing
Observation in Training
Agriculture, Physics or Chemistry

Cooking and Sewing
Psychology
Chemistry
English Composition

Third Term

Cabinet Construction
Elective Subject
Elective Subject
Elective Subject

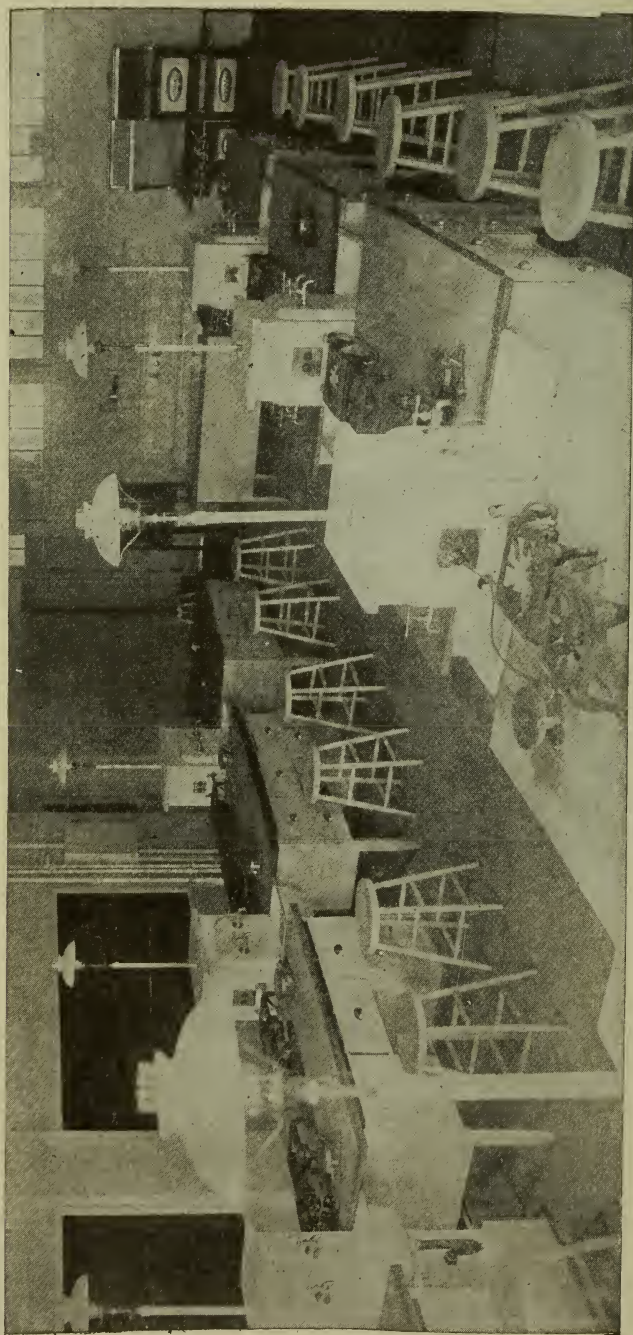
Cooking and Sewing
Elective Subject
Physiology
Elective Subject

Note:—The elective subjects of these industrial courses may be chosen from any work given in the Teachers' or College courses of this institution. Upon completion of the work outlined in either of the above courses and payment of the regular diploma fee, the student will be entitled to a diploma showing that such course has been completed.

SUPERVISORS' INDUSTRIAL COURSES

(Two Years—Six Terms of Twelve Weeks Each)

This course is organized to meet the demand for a highly efficient, thoroughly equipped and up-to-date Instructor and Supervisor in the public and private schools and colleges of this and other states. None will be admitted as candidates for graduation from these courses who are not Commissioned High School graduates or of equivalent educational standing. In lieu of a High school course, a teacher's license will admit the student to standing in this course. Persons completing this course in a satisfactory manner will be awarded a diploma which carries with it the Degree, Bachelor of Industrial Education.



A VIEW OF THE DOMESTIC SCIENCE ROOM—MUNCIE NORMAL INSTITUTE
The Most Complete, Compact and Modern School Kitchen in the State

FIRST YEAR**First Term**

Supervisors' Manual Training Course
 Elementary Wood Work
 Mechanical Drawing
 Psychology
 Agriculture, Physics or Chemistry

Supervisors' Domestic Science Course
 Cooking and Sewing
 Observation
 Chemistry
 Drawing

Second Term

Advanced Wood Work
 Mechanical Drawing
 Observation in Training School
 Agriculture, Physics or Chemistry

Sewing and Cooking
 Psychology
 Chemistry
 English Composition.

Third Term

Cabinet Construction
 Mechanical or Free-Hand Drawing
 History of Education
 Agriculture, Physics or Chemistry

Cooking and Sewing
 Elective Subject
 Physiology
 Mathematics

SECOND YEAR**First Term**

Lathe Work
 English Composition
 College Mathematics
 Mechanical or Free-Hand Drawing

Sewing and Cooking
 Household Chemistry
 Bacteriology
 Bookkeeping

Second Term

Pattern Making
 Elective Subject
 Elective Subject
 Elective Subject

Cooking and Sewing
 Home Supervision
 Elective Subject
 Elective Subject

Third Term

Forge Work
 Elective Subject
 Elective Subject
 Elective Subject

Cooking
 Sewing
 History of Education
 Elective Subject

Note:—The elective subjects of the above courses may be chosen from any of the higher work offered by this institution and must be of college grade.

DEPARTMENT OF ORATORY AND DRAMATIC ART

A high grade Department of Oratory and Dramatic Art is maintained. This department has proven a great feature of the institution. A large number of students are enrolled each year, and the graduates are holding places of considerable prominence in this country as teachers and professionals on both the platform and stage.

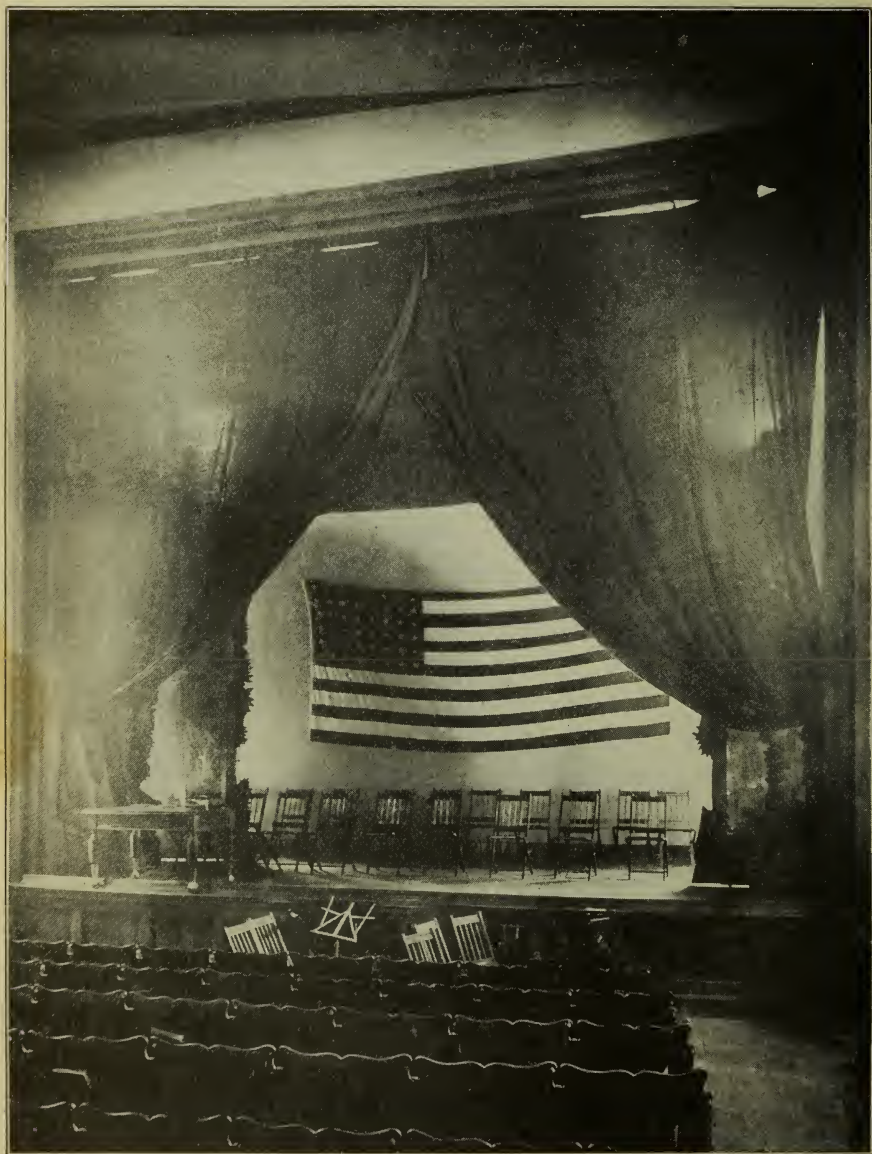
Course of Study

The Regular Professional Course consists of two full years, class and private instruction, which entitles the student to the Diploma of Graduation.

FIRST YEAR, or JUNIOR COURSE—Practical course in Elocution and Oratory. Students prepared for teaching or platform work.

Fundamental Principles—Elementary Training, including, (a) Sitting, Standing, Walking, Military Marching. (b) Relaxation, Control. Poise. (c) Training for Physical Response, Presence and Address. (d) Elementary Gesture, Harmony of Action. (e) Pantomime, Facial Expression, Special Drills, Bells, Wands, Clubs, Rings, Games.

Voice Culture—(a) Tone Production, Flexibility of Voice, Emission of Tone and Voice



STAGE SCENE—AUDITORIUM

Placing. (b) Pitch, Time, Quality. (c) Range, Volume, Strength and Endurance. (d) Breath Control and Lung Power. (e) Articulation, Enunciation, Pronunciation. (f) Phonetics in Relation to the Cultivation of the Speaking Voice. Special exercises to meet the individual needs of the pupil.

Oratory—All forms of effective speaking. Cultivation of individual style—simple, natural and powerful.

Elocution—Humorous and dramatic readings for parlor or lyceum recitals.

Weekly recitals before the class. At least one public recital each term; work to be selected by instructor.

SECOND YEAR, OR SENIOR AND DRAMATIC COURSE—Continuation and perfection of first year's work. Voice Values—purity, clearness and richness. Study of Character from Life and the Relation of Action to Character. Impersonation. Cultivation of the Imagination. Special study of Atmosphere, Observation, Emphasis, Analysis, Etiquette, Deportment and Reasoning. Musical Recitation, Monologue, Sketches and Story-Telling. Pantomimic Action. Posing and grouping of tableaux. Gardens of statuary. Fancy drills, marches, rhythmic movements.

Bible Reading—Vocal interpretation of Scripture selection adapted to public reading, including narrative, devotional, lyric and dramatic writing.

Study and interpretation of masterpieces of Longfellow, Lowell, Goldsmith and others. Presentation of comedies, scenes and sketches.

Weekly recitals for criticism. One public performance each term.

THIRD YEAR, OR POST GRADUATE COURSE—Thirty-six weeks of class work and private instruction. Modern and classic drama. Study and presentation of plays. Society drama. Dramatic action in monologue and dialogue. The art of selection, condensation and reading of books.

Stage business in a conceptive and analytic form is studied. Selection and coaching of plays for amateur performance. Rehearsals in charge of students under guidance of instructor. Methods and individuality of teaching.

Attitudes in Still Art, Dissolving statues. Tableaux from the drama. Study of Dickens' characters for stage and platform. Dramatic analysis of classic and modern literature. Arranging of medleys.

Study and interpretation of Shakespeare, Tennyson, Ibsen, Browning. Study of facial expression and the art of stage "make-up," costuming and blending of colors. Preparation and arrangement of programs.

Readers coached in special programs in formal weekly recitals.

One public performance each term.

FOURTH YEAR, OR MASTER'S COURSE—This course consists of twenty-four weeks of class work and private instruction. Dramatization of books and poems. Arrangement of pantomimes. Cutting of books and blending of scenes for platform and stage use. Observation and review of work as directed by instructor. Teaching class and private work as required. Interpretation recitals.

Requirements for Graduation

In order to receive a diploma from this course the student must, in addition to the above mentioned subjects, make grades or furnish satisfactory proof of his proficiency in the following: General History, American Literature, Rhetoric and Composition, English Literature, Diacritical Marking.

Each candidate for graduation, in addition to the regular class work, must take not less than seventy-two private lessons and appear in public as required. We will expect of the applicant for a degree, a cheerful acceptance of any and all parts either for class work or public performance, and the refusal of one part excludes the student from all casts of plays to be given in public.

Entrance—Students may enter at any time, but the better plan to adopt by those desiring to take the regular course, is to enter at the beginning of the school year the funda-

mental principles are then thoroughly understood. Those desiring to enter the regular course after the Fall Term must pass satisfactory examination, for credit will be given for work done elsewhere. It is possible for students who have had some oratorical training to take the Double Course, combining the junior and senior work. This will enable the student who is the possessor of natural ability and some special training along oratorical lines, to finish the regular course the first year. The second year may then be devoted to the Post Graduate work.

Prompt and regular attendance at all classes and rehearsals is expected of each student.

A library fee of twenty-five cents per term is asked, thereby relieving the student of the expense of purchasing books and manuscripts for private work.

A detailed description of the work in this department will be found on another page.

Those completing the Post Graduate work in this department are awarded the degree, Bachelor of Oratory.

Those completing the Master's Course will receive the degree, Master of Oratory.

Those completing the Junior and Senior Courses will be awarded diplomas.

DEPARTMENT OF MUSIC

A thorough and modern conservatory of music is supported. Each branch is headed by an instructor that is a real artist and a true specialist. Since the time required for a course depends not so much upon the amount of time actually spent as upon the quality of the work accomplished, a detailed statement of the courses is not given at this place, but will be found in the special departmental statement.

It is deemed sufficient at this place to say that complete courses are given in vocal, piano, violin, mandolin, guitar and all grades of band and orchestra instruments. There is no place in the Central West where a course in vocal or instrumental music can be secured under the high grade instruction of specialists such as are provided in this department at so little cost to the student.

COURSES OF STUDY

Piano

Preparatory and Intermediate—Technical Exercises, Kohler, Beyer, Germer, Sartario, Czerney, Loeschorn, Schumann, Krause Etudes Op. 2, Heller Op. 45 and 46, Cramer Books 1 and 2. Bertini, Kuhlau, Clementi, Liebling Complete Scales. Etudes and Pieces by Standard Composers.

Junior—Czerney Op. 299 and 40. Bach Inventions, 2 and 3 voices. English Suites by Bach. Easier Sonatas by Mozart, Haydn, and Beethoven. Liebling Complete Scales. Schumann, Chopin, Mendelssohn, Grieg, etc.

Note:—The foregoing course of study, including three terms of Harmony, two terms of Musical History, one term of Analysis and Musical Form, are the requirements for the Teachers' Certificate Course.

Senior—Sonatas by Mozart and Beethoven. Compositions by Chopin, Schubert, Schumann, Mendelssohn, Moskowski, Godard, McDowell and others. Concertos.

Three terms of Harmony. One term of Analysis, and Musical Form.

Post Graduate—Will be devoted largely to standard works of the great masters. Bach, Beethoven, Schumann, Liszt, Chopin, Weber, Moscheles. Concertos. Ensemble work.

Voice

First Year—The establishing of the natural tone. Removal of faulty habits of speech. Breath control. Shaping words. Study of intervals, easy exercises, study of the scales, major, minor, and chromatic. Exercises for the flexibility of the vocal chords.

Studies:—Sieber, Abt, Marchesi, etc.

Second Year—Advanced studies for agility. Further studies in scales and arpeggios, staccatos and trills.

Songs from Schubert, Schumann, etc.

Third Year—Bordogni, Vocalises by Marchesi, etc. Arias from Opera and Oratorios. Selected Songs.

SPECIAL DEPARTMENTAL STATEMENT

DEPARTMENT OF MATHEMATICS

C. W. BOUCHER, Head of Department
 Mrs. C. W. Boucher, Assistant Professor
 Frank M. Life, Assistant Professor
 Pearl Huff Bartholomew, Assistant Professor
 Lota King, Assistant Professor

I. **Arithmetic**—This course is designed to give advanced students a full and comprehensive knowledge of the fundamental operations—divisors, factors, multiples, fractions, measures, ratios and proportions.

II. **Arithmetic**—This is a course setting forth all the phases of percentage, cube and square root, proportion and mensuration.

III. **Commercial Arithmetic**—In this course the practical applications receive careful attention. It consists of careful and thorough work in general cases of percentage, loss and gain, commission, interest and stocks and bonds.

IV. **Algebra (1)**—Algebraic symbols and their use; fundamental operations; simple equations; abbreviated multiplication and division; factoring; highest common factor and lowest common multiple.

V. **Algebra (2)**—Fractions; fractional and literal equations; simultaneous equations; simple indeterminate equations.

VI. **Algebra (3)**—Inequalities; involution and evolution; exponents; radicals; imaginaries; quadratic equations, pure and affected.

Via. **Algebra (4)**—Simultaneous quadratic equations; general properties of quadratics; ratio and proportion, indeterminates; variation; arithmetical, geometrical and harmonical progressions; indeterminate co-efficients; binomial theorem; logarithms; interest and annuities.

VII. **Plane Geometry (1)**—This course is intended for persons beginning the subject of geometry. It includes the fundamental axioms and definitions, and treats of the angle, parallel lines, triangles, polygons, circles, theory of limits, and proportion by a number of theorems and problems demonstrated by the text and supplemented by exercises to be worked out by the student.

VIII. **Plane Geometry (2)**—A continuation of Course VII, including a discussion of similar and equivalent figures, regular polygons, maxima, minima, etc.

IX. **Solid Geometry**—This can be entered by those who have had Courses VII and VIII, or their equivalent. It treats of points, lines and angles in different planes; or the dihedral, trihedral and polyhedral angle; of the prism; of the pyramid; of the cylinder; of the cone, and of the sphere.

X. **Trigonometry**—Plane and Solid. The trigonometric functions are defined as ratios of the sides of a right triangle, as ratios involving co-ordinates, as ratios involving projections of the terminal sides upon the axes, and as lines in connection with a circle of unit radius. A large number of formulae are derived and many problems solved. Practical problems in surveying and astronomy are made and solved by the student.

XI. **Analytical Geometry**—A full discussion of co-ordinates, of the straight line, of conic sections, of loci, and of the point together with the straight line, plane and surfaces of revolution in the solid. Must be preceded by Courses IV to X, inclusive.

Xia. **Analytical Geometry**—Continuation of XI.

XII. **College Algebra**—This treats of the fundamental operations of algebra, simple equations, division transformation, highest common factor, binomial theorem, irrational functions, simultaneous quadratic equations, indeterminate equations, method of differences, logarithms, permutations, and combinations. Must be preceded by Courses IV to VI, inclusive.

XIII. College Algebra—This takes up probability; theory of equations; cubic and bi-quadratic equations; determinants and elimination; infinite series; binominal, exponential and logarithmic series; recurring series; continued fractions, etc. Must be preceded by Course XII.

XIV. Graphic Algebra—A course in demonstrating the significance of equations by a series of plots. An appreciation of the equation can in this way be obtained that can not otherwise be gotten. Must be preceded by Courses IV to VI, inclusive.

XV. Calculus, Differential—A discussion of functions, limits, derivatives, differentiation, implicit functions, expansions, expansion of functions, indeterminate forms, maxima and minima, envelopes, etc. Must be preceded by Course XI.

XVI. Calculus, Integral—Application of the principles of integration. Rational and irrational fractions. Trigonometric forms. Successive integrations. Practical applications of integration.

XVII. Surveying—A course in the application of the principles of trigonometry to measurements on the surface of the earth. Running curves and measuring altitudes. A practical course involving much field work.

XVIII. Differential Equations—A treatise on the applications of calculus.

XIX. Astronomy—This is a course in descriptive astronomy. It involves a general study of the heavens and measurements made therein. An excellent course to increase one's conception of Nature.

DEPARTMENT OF GEOGRAPHY

PEARL HUFF BARTHOLOMEW, Professor

G. S. Taylor Professor

I. Preparatory Geography—This course covers the entire subject in a general way, and is suited to the needs of those who have not finished the subject in the common schools, or who want to review it.

II. Teacher's Geography—The earth as a planet; measurements; map projections; movements of the earth; land; water; atmosphere; geography of plants and animals; ethnology; North America as to physiography, climate, industries, cities and trade routes; map drawing and field work.

III. Teacher's Geography—Physiography and commerce; transportation; Europe; South America; Africa; Asia; Australia; map drawing; comparisons, and special reports by students.

IV. Physical Geography—A study of the origin and development of the physical features of the earth, including the internal and external forces as concerned in the production of such phenomena as volcanic and earthquake disturbances, formation of rocks, mountains, streams, valleys, caves, springs, changes of seasons, glaciation, prevailing winds, etc.

Notes are kept by the student of the principles covered in class and the subject is given with emphasis on methods of teaching.

V. Commercial Geography—Twelve weeks. The work is planned to meet the demand for work in this subject that will make the student familiar with the commercial relations existing between different countries, routes of trade, and products of the different countries, as well as meeting the demands for high school and business college teaching of the subject.

DEPARTMENT OF FOREIGN LANGUAGES

Latin-German-Greek

M. J. SEARLE, Head of Department

Melita Graf Hutzel, Assistant Professor

Lota King, Assistant Professor

Homer Scott, Assistant

Statement of Latin Courses

I. This course is made for those who are beginning the subject or those who have a little Latin but are not well grounded in the paradigms. D'ooqe's Latin for Beginners is used as a text.

II. This is a continuation of Course I. It is a good course for those who have had considerable Latin, two or three years in the high school, and it is open to students who have had the equivalent of Course I. The various uses of the subjunctive mode, indirect discourse, and the gerund and supine are studied and illustrated. Considerable composition work is done.

III. Three continuous easy stories are read. Much attention is given to the Latin Order and acquisition of a good reading vocabulary.

IV. The first book of Caesar is read. A thorough vocabulary drill, attention being given to English cognates, and composition exercises on the text are given. The constructions and paradigms are all reviewed.

V. This is a continuation of Course IV. It is a rapid reading course, books 2 and 3 of Caesar's campaign being read. Conditions in indirect discourse are thoroughly reviewed. Some composition work is done.

VI. Continuation of Course V. Books IV and V.

VII. Selected Orations of Cicero.

VIII. Selected Orations of Cicero, including the orations from the poet Archias. In Courses VI and VII six orations are read, attention being given to the style and to the value of the literature.

IX. Cicero: Selected Orations and Letters.

X. The first two books of Vergil's Aeneid are read. Constructions not found in prose are worked out. The Aeneid is studied, however, as a masterpiece of literature rather than a mere exercise in syntax.

XI. Books III and IV of the Aeneid are studied. This is a good class for high school graduates or others who have read considerable Vergil.

XII. Vergil: Books V and VI.

XIII. Sallust's Conspiracy of Catiline is read. This is a fine course for those who expect to teach Cicero in the high school.

XIV. Prose composition based on Caesar and Cicero. All constructions are thoroughly reviewed and organized.

XV. Livy's History of Rome is offered, one of the following books being read: I, XXI or XXII.

XVI. In Course XIII two of the following three books of Tacitus are read: The Germania, the Agricola, or the De Oratoribus.

XVII. Horace's Odes are offered in this course. Special work in Mythology is done and those phases of Roman history necessary to a correct interpretation of this great lyric bard are reviewed.

XVIII. This is a continuation of Course XIV, with a study of a few of the best satires or letters, including the Ars Poetica.

XIX. Observation and Practice Teaching. This course is designed for those who expect to teach Latin. It consists of observation under a competent teacher and conducting recitations in Latin under the eyes of a critic.

Statement of German Courses

I. Elements of the language, sentence building, easy literature and simple conversations.

II. Continuation of Course I together with German script and the more advanced grammar.

III. In this course as in all the other German courses the student will be led not only to read and write the language correctly, but also, within the range of his vocabulary, to understand the spoken word and to express himself in idiomatic German. One of the following selections will be read:—Im Vaterland, Im Zwielficht von Baumbach or L'Arrabbiata. There will be composition exercises on the text.

IV. In this course Storm's Immensee with composition on the text will be offered. Thomas' Grammar will be used as reference.

V. Hillern's Höher als die Kirche is read. Composition on the text is given. The more difficult parts of grammar are worked out.

VI. Stern, the modern short story writer, is studied. Selections read are either Geschichten von Rhein or Geschichten von Deutschen Städten. Pope's composition may be used either as Course VI or VII.

VII. Either Dillard's Aus dem Deutschen Dichterwald, Heyse's Er Soll dem Herr Sein or Freytag's Journalisten will be selected as the needs of the class seem to require. On each there will be composition on the text, conversations and advanced grammar.

VIII. Course VIII is study of Lessing. Minna von Barnhelm or some other work of this author will be used as a basis of the work.

IX. Schiller's life and works will be studied. Special emphasis will be given to one of the following:—Selections from Ballads and Lyrics, Wilhelm Tell or Die Jungfrau von Orleans. Composition and conversations.

X. Course X is given to a study of Goethe, Hermann and Dorothea, or Iphigenie is read besides some of the Lyrics.

XI. Bernhardt, Deutsche Litteraturegeschichte.

XII. Course XII continues the study of Goethe's Faust or one of Goethe's other great works forms the basis of the course.

XIII. Prehn, Journalistic German. The selections have been taken from high class German periodicals and illustrate the present use of the language and conditions of German life.

XIV. Work adapted to the needs of the student.

XV. Work adapted to the needs of the student.

XVI. Work adapted to the needs of the student.

XVII. Work adapted to the needs of the student.

XVIII. Observation and Practice. This course is designed for those who expect to teach German and is open to high school graduates who have had at least three years' work in German.

Note 1.—Selections above scheduled subject to change when advisable.

Note 2.—Thomas' German Grammar is used as a supplementary text to all courses above after Course III.

Note 3.—Supplementary readings may be assigned in any of the above courses.

Statement of Greek Courses

I. White's First Greek Book is begun. This course is open to those beginning the subject, and those who wish to get a better understanding of fundamentals.

II. Course II continues Course I. Much attention is given to vocabulary and principal parts of verbs. The uses of participles, the infinitive, the subjunctive and optative modes are studied in detail and organized. Indirect discourse is also studied. Easy composition is carried on throughout Courses I and II.

III. White's First Greek Book is completed and one book of Xenophon's Anabasis is read.

IV. In Course IV three books of Homer's Iliad are read, omitting the greater part of the Catalogue of Ships. Especial attention is given to the literature.

DEPARTMENT OF PEDAGOGY

HUBERT NUTT, Head of Department

J. E. McMullen, Assistant Professor

Pearl Huff Bartholomew, Assistant Professor

Mary Hornung, Training Teacher

Florence Lillian Hall, Training Teacher

Jennie A. King, Training Teacher

Hazel D. Sowers, Country Training Teacher

The work of this department covers the following: Educational Psychology, Principles and Methods of Teaching, Observation and Practice in the Training Schools, School Organization and Administration, History of Education, and School Economics. These subjects are known as "professional" subjects. A course is twelve weeks' work in any one subject.

Psychology

See Courses I, II, III, IV, V and VI of Department of Philosophy.

Principles and Methods of Teaching

VII. Method (1)—This course deals with the general principles of teaching and the problem of method in the recitation. The best books on the subject are freely consulted by the class during the term's work.

VIII. Method (2)—This course is concerned with special method or the application of method to the different branches of study. The class will at various times visit the training schools and observe and interpret the lessons taught by the critic teachers.

Observation and Practice in the Training Schools

The Normal is equipped with a graded, a country and a high school training school. The graded school is the regular city school of Normal City and is in the hands of trained critic teachers. This school is close to the Normal. The country training school is just at the edge of the city and only a few squares from the Normal. The student will find this very convenient, saving much time and carfare. Like the city graded school, this school is taught by a trained teacher and offers an opportunity to observe work under conditions that are possible in any ordinary country school. The high school is a regular department of the Normal and is commissioned by the State Board. The opportunity thus offered for observation and practice is unexcelled and fully meets all the requirements of the State Training Board.

IX. Observation (1)—This is a course in observation and study in the training schools, both graded and country. The student observes the teaching of the trained teachers in charge of the training schools, learns to plan and organize lessons and to present them to pupils of different ages and powers of understanding. The class meets at regular hours to discuss the lessons observed and the principles of teaching involved in them. This course counts as one of the four subjects which a student may take during one term.

X. Observation (2)—This is a course in actual teaching under the direction and criticism of the training teachers. Each student will be required to teach in the several grades of the country school and also in the graded school. In addition to the teaching the student will observe the work of the other members of the class, and each evening the work of the whole class will be discussed by the critic teacher.

XI. Observation in the high school department as required by State Training Board.

XII and XIII. Practice in the high school department as required by State Training Board.

School Organization and Administration

XIV. This is a study of the school with reference to courses of study, apparatus, reference books, programs, problems of the day, discipline, etc.

History of Education

XV. (1)—The meaning of education is studied and attention called to the characteristic features of the education and educational ideals of different people. The contribution of each nation to education will be an object of study.

XVI. (2)—This course will cover the history of education in Indiana.

School Economics

XVII. This course deals with the community life and the adaptation of the work of the school in this life.

XVIII. Nature Study—This course will define the purpose of Nature Study, show its relation to other courses and present an abundance of materials for a full course of study in city and country schools.

Definite outlines for the work to be done in the different grades will be made and type lesson plans worked out.

Special Primary Work

I. Story Telling—In this course the theory of story telling is thoroughly worked out. After the student has developed a definite line of procedure in telling stories actual practice is given in telling stories taken from the best books that have been written for this purpose. As the work progresses the art of adapting stories is taken up and carefully treated. This phase of the work is indeed a great opportunity for teachers to gain a skill and ability that will make them masters of endless material that can be readily secured in any school library.

II. Will include Folk Games, Other Games, Primary Songs, Suggestions for Seat-Work and Opening Exercises.

III and IV. Regular Observation and Practice—Special opportunities are given for observation and practice in the primary grades. Frequent discussions and individual conferences with the critic teachers enable students to find the weak places in their pedagogical armor and draw out their latent powers into well defined skill in the teaching art.

V. Manual Training and Busy Work—The course as outlined under the department of manual training indicates the excellent opportunities afforded primary teachers for thoroughly equipping themselves along many lines of manual work. Busy work is a necessity in primary grades and teachers who adequately fortify themselves along these lines increase their efficiency many fold. The lines of work of this nature given here give extended acquaintance with material, practical insight into use and a wide range of devices.

VI. Child Study—This course covers the fundamentals of child study, dealing with the problems of physical growth and development, native motor activities and order of development, instincts and their development, individuality of children, abnormalities, and application of child study to school work.

KINDERGARTEN DEPARTMENT

Educators are recognizing now as never before the value of the infant school, or kindergarten, not only to prepare children for the training in the elementary school but to begin at the earliest possible moment to direct the energies of the child without suppressing its spontaneity, so that many errors of early childhood may be avoided through proper stimulation of nascent instincts and native abilities.

Many cities are installing kindergarten departments in the public schools and kindergarten schools supported by public funds. The demand for teachers in this line is becoming very great. To meet this demand and to supply primary teachers with training adapted to their needs, the Muncie Normal Institute has established this department and will offer a complete course in kindergarten training as follows:

SENSE TRAINING has become one of the most important factors in child education, beginning in the kindergarten and extending into the primary school. Methods and materials will be thoroughly dealt with in this course. Many exercises of practical life will be dealt with.

GIFTS or OCCUPATIONS: There are twenty gifts or occupations in the complete course and each of them will be given full attention. The materials appropriate to each gift will be emphasized as well as the best methods of presenting them. This work is carefully graded so that the students will have a very complete outline to guide them in their own teaching.

GAMES AND SONGS: Every primary teacher as well as kindergarten teacher should be familiar with the games and songs that are so fundamental in giving free play to the

spontaneous activities of little children. A great scope of subject matter will be presented in this line of the work.

LITERATURE AND SUPPLIES: Students will be made thoroughly acquainted with the field of literature that is especially adapted to the different lines of kindergarten training. They will also have ample opportunity to learn the names of supply houses, their lists of materials, their prices, and best plan of securing rates on different kinds and combinations of materials.

PRACTICE: The student will be given much of actual practice in dealing with the children themselves. Theory alone will not make a good teacher, but the doing under competent guidance is the watchword today of every progressive training school.

DEPARTMENT OF ENGLISH LANGUAGE

D. W. PEARCE, Professor.

Pearl Huff Bartholomew, Professor

J. E. McMullan, Professor

Melita Graf Hutzel, Professor

I. Grammar (1)—This is a course preparatory to the high school equivalent and adapted to students of the business course. In this course the following subjects are studied. The sentence, arrangement, classification, punctuation, words, modifiers, phrases, clauses, connectives, and analysis.

II. Grammar (2)—This is a continuation of Course I, and takes up parts of speech, properties, inflection, parsing, and practice.

III. Teachers' Grammar (1)—The nature of language, the sentence and its relation to the thought, its parts and classification. Words, modifiers, phrases and clauses.

IV. Teachers' Grammar (2)—Words and their properties. Special attention is given to the verb. A careful study is made of the subjunctive mode and auxiliary verb phrases.

V. Rhetoric I. Punctuation, dictation, sentence classification and structure, and paragraph formation constitute the subject-matter of this term's work in rhetoric and composition.

VI. Rhetoric II. A study of figures, special properties of style, the various forms of prose composition, and composition writing, with special emphasis placed on description, narration, exposition, and argumentation.

VII. Rhetoric III. Extended compositions, with special attention given to practical organization of thought and literary expression, and the text work in meter, poetry, oratory and debate, and a short review of the history of the language. Literary masterpieces will be reviewed in each term's work.

VIII. College Rhetoric. Effectiveness of construction and expression shall be the aim. The principles of the sentence, the paragraph, and the style-processes will be mastered and their application tested in literary productions. Logical arrangement of thought and effective literary style will be obtained in all the forms of rhetorical composition. Literary selections and works of authors will be used as types and models.

DEPARTMENT OF HISTORY AND LITERATURE

J. E. McMULLAN, Head of Department

Mrs. Pearl Huff Bartholomew, Assistant Professor

Mrs. C. W. Boucher, Assistant Professor

History

I. U. S. History—The first term's work deals with the periods of discovery, exploration, colonization, and revolution, including all to the administrations.

II. U. S. History—The second term begins with the administrations and considers national development, the Civil War, and national consolidation and expansion. Civics will be included in this term's work.

III. Ancient History (First Term)—This term of history gives a comprehensive view of the following countries: Egypt, Babylonia, Assyria, Chaldea, the land of the Hebrews, Phoenicia, Persia, India, China, and Greece.

IV. **Ancient History** (Second Term)—It covers the history of Rome and continues into mediæval history to the year 800 A. D., the crowning of Charlemagne.

V. **Mediæval History**—The first term's work begins with 800 A. D. and extends to 1648, the treaty of Westphalia.

VI. **Modern History**—The Age of Absolute Monarchy. The French Revolution, the Establishment of Nations and the World-State, constitute this term's work. [III, IV, V and VI stand for the high school equivalent in history.]

VII. **U. S. History**—Fundamental Principles. Method in History, by Mace, will be used as text. Special emphasis will be placed on the **history method**.

VIII. **U. S. History**—This will be an extensive study of the time from the close of the Revolutionary War to the completion of the Constitution. Fisk's Critical Period will be used as text.

IX. **English History**—This is the first term of English History and will cover the institutions of England to the beginning of the reign of the Stuarts.

X. **English History**—This is the second term of English History. It begins with the house of the Stuarts and traces the development of England to the present time.

XI. **History of Western Europe**—A study of the institutions of the continent of Europe from a century before the fall of the Roman Empire to the beginning of the sixteenth century. Robinson's text will be used.

XII. **History of Western Europe**—The institutions of Europe will be taken up with the opening of the sixteenth century and traced to the present time. Same text as in XI. In both XI and XII original research will be required.

[The courses from VII to XII, inclusive, and Courses I and II are college courses.]

American Literature

I.* The analysis of masterpieces both as to form and content, being chiefly foundation work in literature. Text: McMullan's Literary Analysis and Pedagogy.

II.* The history of American literature, with biography and selections. Text: Painter's Introduction to American Literature.

III.* American poetry from 1776 to the present time. Text: Long's American Poems, American Book Company.

IV. Irving's Sketch-Book, complete, for intensive study; Holmes' Autocrat of the Breakfast Table, and Franklin's Autobiography for careful reading; papers will be required.

V. A study of masterpieces in American fiction. It consists of intensive study, general reading, written themes.

English Literature

I.* The history of English Literature, with biography and selections. Text: Painter's Introduction to English Literature.

II.* English poetry from Chaucer to Kipling. Text: Parrot & Long's English Poems. Ginn & Co.

III.* College entrance classics, some for intensive study and others for general reading. Text: College Entrance Requirements in English, 1909-1911. American Book Company. (Shakespeare may be used altogether.)

IV. Seventeenth and Eighteenth Century Authors—Milton, Dryden, Pope, Goldsmith and Burns. The work will consist of intensive study, general reading, and themes.

V. Nineteenth Century Authors—Scott, Byron, Wordsworth, Tennyson and Browning. Similar in nature of work to Course IV.

VI. Shakespeare—Three plays critically studied, themes written, and Dowden's Primer read.

VII. A study of English fiction, its history and its masterpieces.

*The first three courses in both the American and English Literature constitute the high school equivalent in literature.

DEPARTMENT OF BIOLOGY

G. S. TAYLOR, Head of Department

Botany and Zoology

Courses are offered in Botany and Zoology by which these sciences are taught in the class room, laboratory and field from material. Complete notes are kept by the student of class, laboratory and field work and standard texts are used as reference. The courses are given with the object of developing the principles of the sciences in such a way as to afford general culture or a foundation for the presentation of the subjects by teachers to their classes. Special attention is given by suggestion and outline to the teaching of the subjects in lower schools; material available for class use at the various seasons; and special teaching devices. The Biology work throughout is presented by a method which will give teachers such an understanding of the subjects as to enable them to teach the work from **any** text or according to **any** method prescribed, from the most elementary Nature Study to high school Zoology and Botany.

Those who wish to direct only Nature Study will find these courses invaluable. Scientific training and knowledge form a basis for all successful Nature Study work.

A well lighted and spacious laboratory is provided—water connection, laboratory tables, compound microscopes and instruments are furnished, affording all the essentials of equipment for the most thorough and modern way of pursuing these studies.

Detailed Description of Courses—Botany

I. General Botany—Study of the flowering plants—parts, structure, etc., of typical plant.

Adjustment and adaptation of typical plant organs to varying condition of climate, soil, etc.

Formation of typical plant from seed; practical work in germination carried on by students.

Complete study of flower, fruit and seed formation, and interdependence of plant and insect life.

Natural methods of fruit dispersal.

Classification and identification of familiar trees and wild flowers.

Field trips and laboratory work from material illustrating the above with regular notes and drawings by students; mounting of specimens, including collection of leaves and wild flowers.

II. Continuation of Course I—Type studies of the Cryptogams, or non-flowering plants (ferns, mosses, fresh water and marine algae, mushrooms, molds and bacteria). Microscopic studies in morphology of the cell and tissues, with notes and drawings. Methods in plant histology, with technique of preparing permanent microscopic mounts of above material. Economic importance and relation to other groups. Plant physiology.

III. Plant Ecology and Economic Botany—Regional distribution of plant life. Plant geography, with special reference to the United States. Plant industries, agriculture, horticulture, plant breeding, with experiments illustrating the processes of plant life. Forestry principles and problems of conservation and propagation, field study and identification of trees and shrubs. Forest management. Field, class and laboratory work with notes and drawings.

IV. Systematic Botany—Study of characteristic plant groups. Principles of classification, detailed analysis of selected types, natural vs. empirical grouping. Collection and identification of native species. Course of plant evolution. Field and class work, with microscopic studies in laboratory, with notes and drawings.

Zoology

V. Elementary Zoology—General Zoology. Study of the fundamental animal processes. Brief study of animal forms from the lowest one-celled to the highest many-celled



BIOLOGY LABORATORY—MUNCIE NORMAL INSTITUTE

forms, including study of adaptations of animal organs to meet requirements of varying conditions of life.

Laboratory work directly from material. Field work on birds and insects.

VI. Elementary (Second Term)—Special anatomy and physiology of lower forms (invertebrates)—corals, sponges, starfish, worms, clams, spiders, crabs, insects.

Special insect work, developing the social and other peculiar traits of ants, bees, wasps, etc. Insect pests. Life history of butterflies, etc.

Collection, identification and mounting of common insects. Field and laboratory work.

VII. Advanced—Special anatomy and physiology of higher forms (vertebrates)—fishes, snakes, birds, mammals.

Laboratory work, with dissections.

Special Bird Work—Developing the social, mating and home-building habits, nests, eggs, cells of the familiar birds.

Field work.

VIII. Advanced (Second Term)—Ecology of animals—study of the ways in which animals are especially adapted to meet the requirements of their surroundings.

Distribution of animals.

Economic Zoology, with special reference to the work of government experiment stations upon problems of economic importance.

Systematic Zoology.

Physiology

IX. Elementary—Review course, covering briefly the entire subject.

X and XI. **Advanced**—Parts A and B, each 12 weeks.

Advanced work for teachers using some "Advanced Physiology" as text and reference book. Completed in 24 weeks.

DEPARTMENT OF PHYSICS AND CHEMISTRY

FRANK M. LIFE, Head of Department

G. S. Taylor, Assistant Professor

The work in this department is conducted much as in other institutions of a similar character. All students are required to attend lectures and recitations and in addition work in the laboratory at least two days per week. The laboratories are equipped with apparatus and other accessories ample for the work done. Students are expected to keep notes of the work done in the laboratory and to successfully perform the laboratory work before receiving credit.

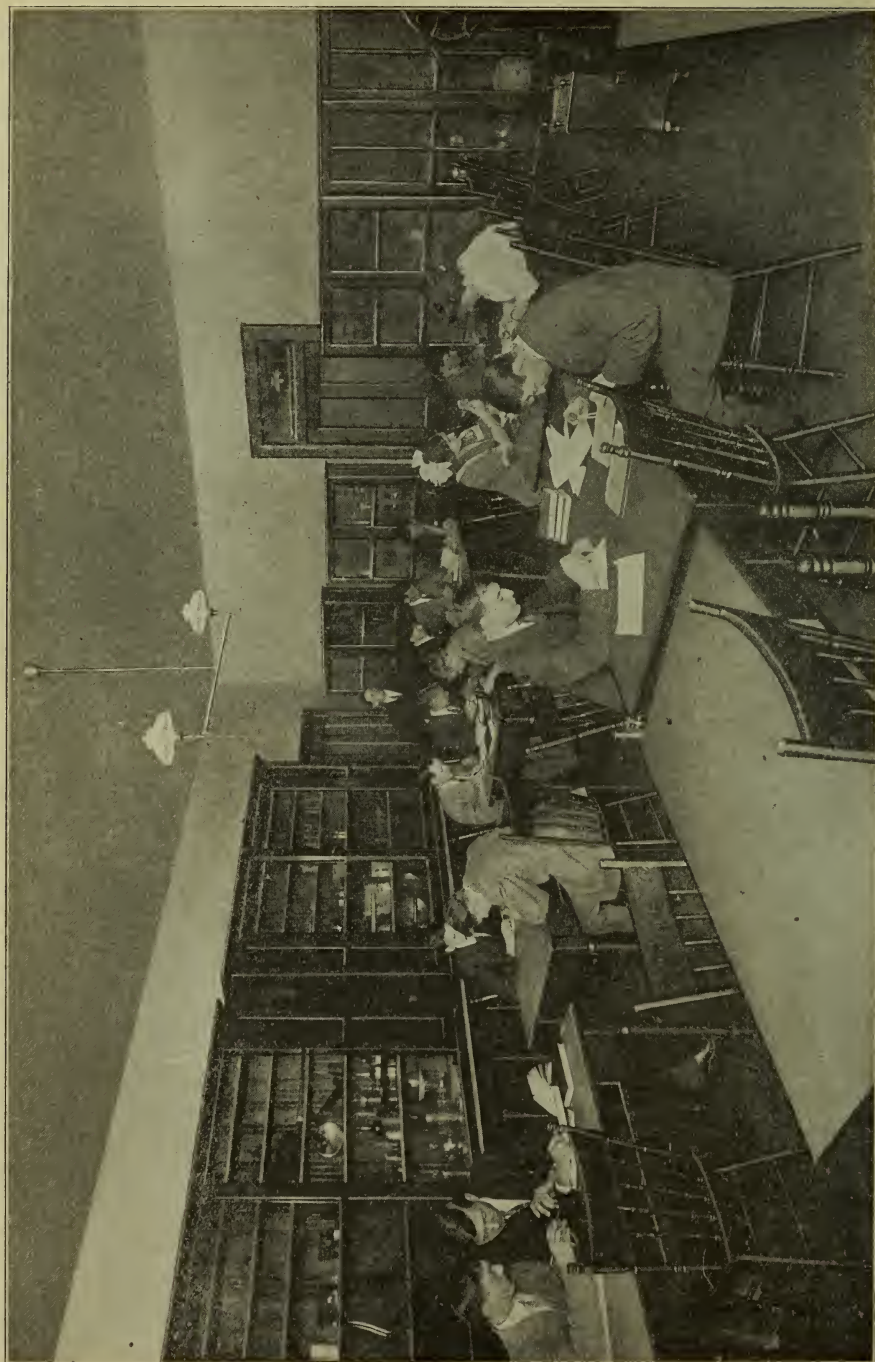
Physics

I. Mechanics and Properties of Matter—This course involves a discussion of the general principles of physics, the properties of matter, the laws of motion, the pendulum, acceleration of gravity, machines, and mechanics of fluids. It should be preceded by Courses IV to VIII inclusive of mathematics. Recitation three days per week and laboratory work two days.

II. Sound, Heat and Light—The nature and laws of sound, including a discussion of reflection and refraction. Definition, properties and means of distribution of heat, and the relation between heat and mechanical energy. Reflection, refraction, irradiation and polarization of light, and the laws of these phenomena. Recitations and laboratory work the same as for Course I.

III. Magnetism and Electricity—The properties of magnets and magnetic substances and the laws of magnetic action. The properties and laws of static electricity. Phenomena and laws of current electricity and co-relation of magnetism and electricity. This is meant to be a continuation of Courses I and II, and involves the same amount of laboratory work as these courses.

IV. Mechanics—A course of college grade, including an advanced investigation of the properties of matter and of the laws that obtain with respect to these properties. The



PHYSICS LABORATORY—MUNCIE NORMAL INSTITUTE

laboratory work will be of a quantitative character and accuracy will be the chief aim. The time given to laboratory work will be six hours per week and will be conducted on two days of each week. This course must be preceded by Courses IV to VIII inclusive, and Course X of mathematics.

V. Sound, Heat and Light—This is a course of advanced study of the nature and laws of sound, heat and light. These three kinds of energy are distinguished from each other as to their origin and manner of propagation. Reflection, refraction, radiation, irradiation, polarization, etc., are discussed and illustrated. Laboratory work is carried two days per week, recitations and lectures three days per week. Must be preceded by the same as Course IV.

VI. Magnetism and Electricity—An advanced course in the investigation of the nature, properties and laws of magnetism and electricity. More than usual attention is given in this course to care of apparatus and accuracy in laboratory work. Presupposes the same work as Courses IV and V.

VII. Wave Motion—This consists of a close study of the nature and phenomena of wave motion. The text used is Preston's "Theory of Light." This course is open to all who have had Course V. The work will be chiefly recitations, lectures, and discussions.

VIII. Construction, Use and Manipulation of Apparatus—This is intended to familiarize the student with the apparatus and subject matter of the entire scope of elementary physics. The construction of simple devices for illustrating physical principles will be given prominence. The students will be required to report on devices of their own invention. An especially valuable course for those who are expecting to teach physics in high school where apparatus is likely to be limited. Open to all who have had Courses I to III, inclusive.

Chemistry

I. Inorganic—This course consists of recitations and laboratory work. It deals with the more elementary principles and definitions of chemistry. A number of elements are studied and their characteristic properties determined.

II. Inorganic (Continued)—This course embraces a study of some of the important chemical laws. The distinctions between metals and non-metals are discussed. A number of the metals are studied and organic chemistry is touched upon.

III. Qualitative Analysis—This embraces the grouping of the metals and acids and the general plan of their separation.

The student is required to do a great amount of laboratory work, thus familiarizing himself with the subject by studying it direct rather than studying about it.

IV. Organic—This course deals with the carbon compounds principally. A number of these compounds are closely studied and the laws of their transformations into other carbonaceous compounds are noted. The entire scope of organic chemistry is laid before the student and as much of it is technically studied as can be assimilated in the time allotted to it.

V. Quantitative Analysis—This is a course in the applications of analytic chemistry. Its chief purpose is to supplement qualitative analysis and enable the student to determine molecular weight, vapor density, molecular formulae, etc.

VI. Physical Chemistry—This course treats of chemistry in so far as it is related to physics and is open to those who have completed Courses I and II and Courses I to III, inclusive, of Physics.

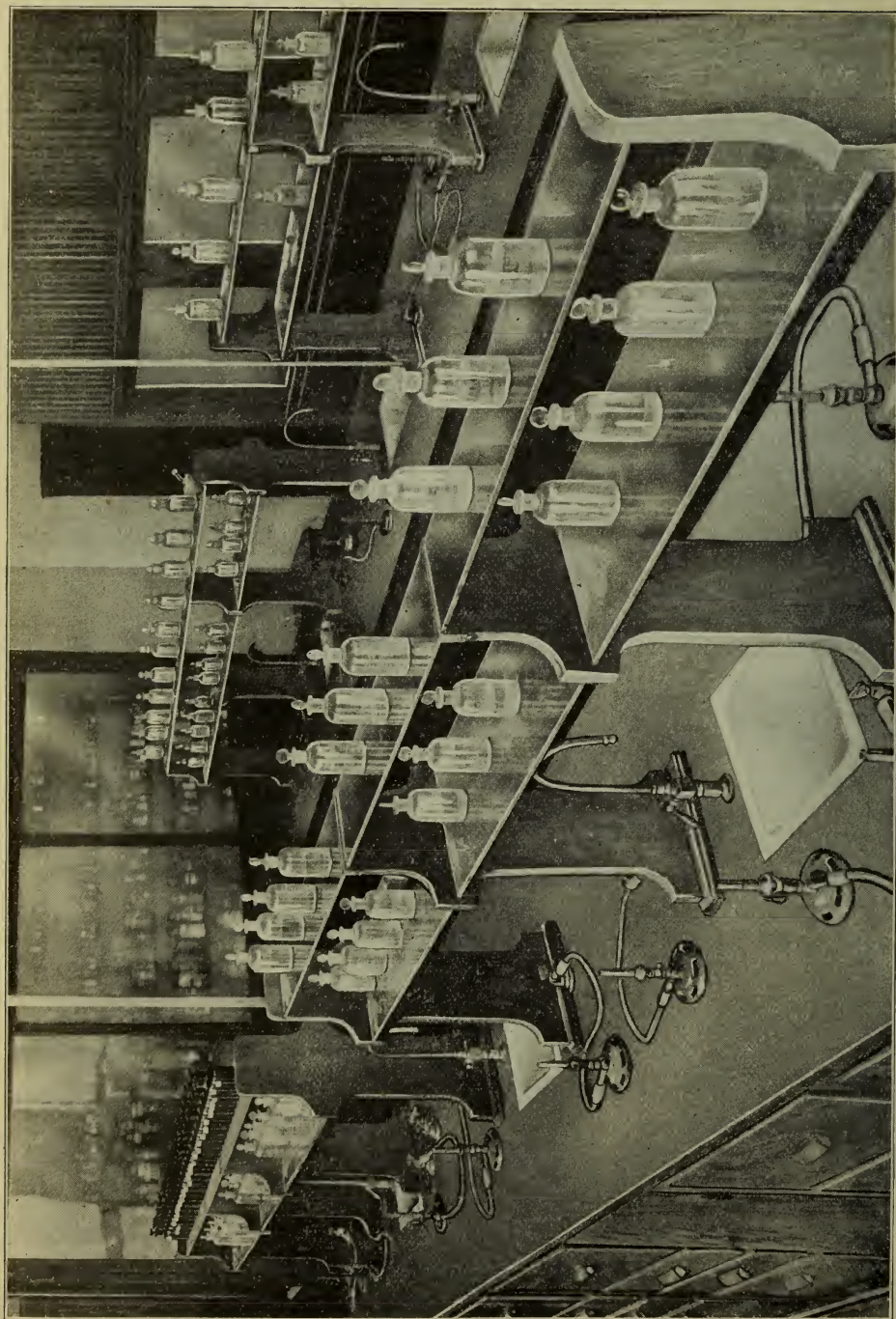
VII. Historical Chemistry—This is a full history of the development of the science of chemistry and therefore includes the entire field of chemistry. It is open to students who have already had Courses I to III, inclusive.

DEPARTMENT OF PHILOSOPHY

HUBERT NUTT, Head of Department

D. W. Pearce, Assistant Professor

I. Educational Psychology—This is an elementary course adapted to the needs of teachers of graded and country schools. The aim will be to acquaint the student with the



CHEMICAL LABORATORY—MUNCIE NORMAL INSTITUTE

material or subject matter of psychology, modes of investigation, and fundamental processes of mind. While the course is complete in itself, being designated for teachers preparing to teach in Class A, it forms the basis for the more advanced courses which follow.

II and III. **Educational Psychology**—In these courses a more detailed examination into mental processes is made. Course II will have to do with knowing, and Course III with feeling, willing, and the nature of the self.

IV. This course deals with suggestion and its relation to school work.

V. A course dealing with heredity and its relation to education and crime.

VI. The subtler thought processes of the sub-conscious life and their relation to strange and mysterious psychic phenomena.

VII. **Logic**—This course will deal with simple apprehension, judgment and reasoning. The various kinds of notions will be treated extensively in order to give a sound basis for judgment and reasoning.

VIII. **Ethics**—The course in Ethics will approach the theory of moral life through an extended study of the beginnings and growth of morality. The problems and types of moral theory will be developed. Conduct and practical problems will be given much attention.

IX. **Political Economy**—This course is intended to be a comprehensive treatment of economic principles with special reference to American conditions. The growth of industries, consumption and production, theory of exchange, money, monopolies, wage systems, international trade, economic functions of government, and many other problems are thoroughly entered into and discussed.

DEPARTMENT OF ORAL READING

PEARL HUFF BARTHOLOMEW, Head of Department

The aim of this department is to assist the student in overcoming the common faults of most readers. It shall be the purpose to develop the power of accurate expression of the author's thought in English and American Literature.

I. **Oral Reading and Literature**—This will consist of the interpretation and analysis of some of the masterpieces of literature, with a drill on the oral expression of the same.

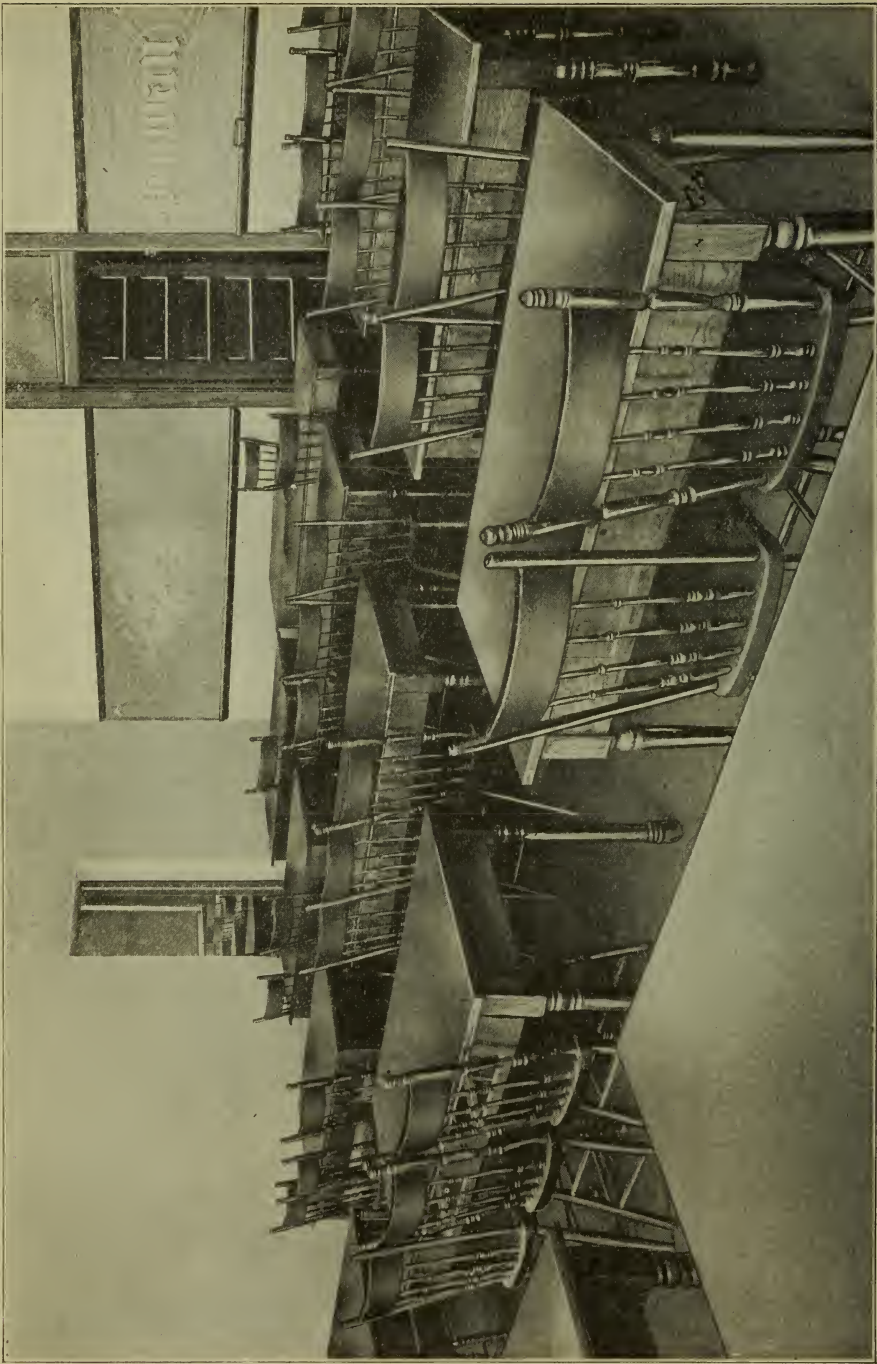
II. **Oral Reading and Literature**—This is a continuation of Course I. Additional classics will be studied.



JUST A LITTLE INK FROM PROF. CLARK'S PEN

E. D. CLARK, Head of Department

Penmanship is the cornerstone to a good business education. The ability to write a good hand is one of the most satisfactory as well as valuable accomplishments a person can possess. No other single qualification will aid a student so much as good writing in



PENMANSHIP ROOM—MUNCIE NORMAL INSTITUTE

securing and holding a business position. Good penmen can always find employment, and a business education is never complete without a good handwriting. To be a good penman one must write neatly, plainly and rapidly. That means you should master the modern methods of writing.

There are two or more penmanship classes each day which are open to all students of the college. These classes have a large attendance and almost invariably good improvement is made.

We also have a Special Penmanship Department in which are taught all the various kinds of penmanship, such as business writing, ornamental writing, card writing, pen drawing, bird flourishing, lettering, stippling, engraver's script, engrossing, etc. Here the pupil is prepared for professional pen work, and we recognize no superiors in this department.

The Penmanship Department is under the direction of one who is an artist of rare ability. He possesses natural talent highly cultivated. Those desiring a course in either plain or ornamental penmanship will find their wants fully met in this department. Many pupils of this department are now holding good positions as professional penmen. A diploma is granted upon completion of the combined course in plain and ornamental writing.

Special Penmanship Rates

One hour per day, 12 weeks.....	\$ 3.50
Two hours per day, 12 weeks.....	6.00
Full course, time unlimited.....	40.00

DEPARTMENT OF FINE ARTS

EVA SINCLAIR, Head of Department

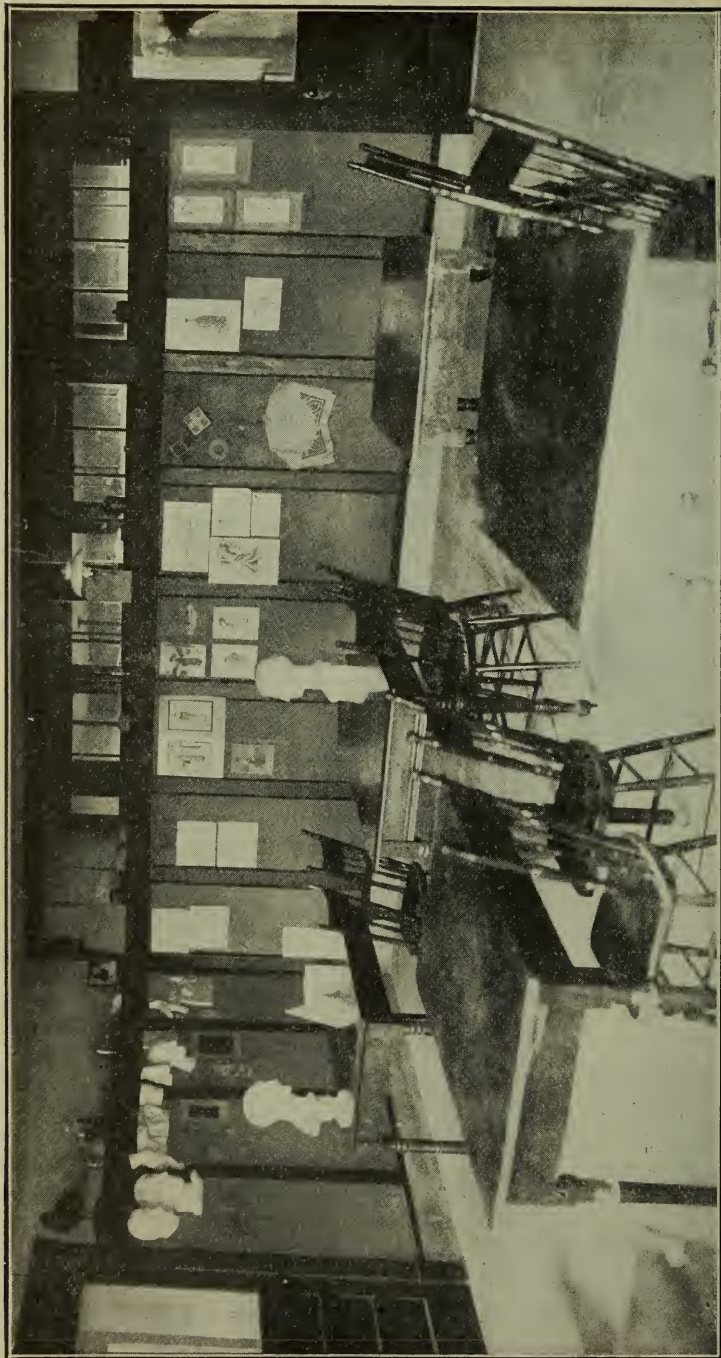
This is an excellent department for those interested in the fine arts such as Drawing, free-hand and mechanical; Painting in oil and water colors; Basketry and all the applied arts.

I. **General Art**—Elementary and advanced courses. Light and shade drawing—Pencil drawing from objects, nature, fruit and flowers; charcoal drawing from the antique, still life and the figure from life. Free-hand perspective—Principles of perspective taught and applied in sketching of various objects, interiors, exteriors, etc.; landscape and out-of-door sketching. Color—Water color painting; still life, flowers and fruit. Design and composition. Study of proportion, space division and harmonious arrangement of line. Color as applied to design. Designs for borders, surface patterns, book covers and illuminated pages. Historic ornamental lettering. Special attention given to lettering in drawing alphabets and in composing titles, posters, and texts. Clay modeling.

II. **Design Class**—Especially for those expecting to teach domestic and household arts; also others. Drawing from flowers, etc. Development of designs from flower motifs. Study of color; study of design line and space. Monograms and units, borders and surface patterns, such as would be suitable for stenciling and wood block printing, and a study of processes in this work; also study of textiles and dyeing. Study of household decoration, furnishings, color scheme worked out for miniature model house. Study of some of the principles governing dress design. Draw from figure. Design costumes to be made later in Sewing Class.

III. **Applied Arts and Construction**—Raffia work, basketry, weaving, stenciling, book-binding, box making, clay modeling, cross-stitch designs on burlap, tile matting, etc. Designs worked out for the various objects made.

IV. **Public School Drawing and Kindred Arts**—This course is especially designed to meet the demands of art supervisors in the public schools. It presents all phases of the subject and fully explains how they should be applied to school work. Drawing and sketching with charcoal, crayon, pencil, etc. Color study and water color rendering. Simple mechanical drawing. Construction work in cardboard, paper folding, hand loom weaving, basketry, reed and raffia, clay modeling, etc.



A CORNER IN ONE OF THE ART ROOMS—MUNCIE NORMAL INSTITUTE

DEPARTMENT OF LAW

L. R. NAFTZGER, Dean

A Complete Course—Thorough and Exhaustive in Its Work

A successful law school will give its students a comprehensive and thorough knowledge of legal principles, coupled with a thorough acquaintance of details of professional work. This school affords an excellent opportunity to secure a three years' law course at a minimum expense. The faculty and lecturers are of the **first rank**. The course of study is thorough. The method of instruction has received the most particular consideration by the faculty, and that system of teaching is used in each branch of study which insures the best results.

The Dean of the Department of Law is of broad experience and training, especially adapting him to have charge of this work in accord with the plan of the institution. He has been successfully engaged in the practice of law.

By reason of his association with a number of municipal and private corporations as attorney and counsellor at law, he has acquired a specialty in a branch of law so definitely linked with governmental organization that the students of this department receive a comprehension of citizenship under law so seldom fully appreciated even by the practitioner.

To the student who gains the viewpoint sought to be given, the law becomes more than mere dead rules of human action: It becomes the unfailing source from which is drawn the wisdom of the ages, ordaining rights among men and the proper means for maintaining such rights.

It is appreciated that academic work must be largely theoretical, but the plan of study in the Law Department is made as practical as possible. If the student can be given a conception of the broad philosophical principles underlying a subject, he will study to much greater advantage, grasp the truths that are given him, and begin for himself to make application of them long before he has reached the point where he has acquired all essential theory.

Much attention is therefore given in this school to the philosophical side of law. The broad bases of jurisprudence are brought to the attention of the student; the study of each and every particular division of the law is so thoroughly grounded upon the great principles of action which are as eternal as the Creator of Laws himself. By this process it has been demonstrated that our students acquire a true knowledge of the law itself, not merely of text books, digests and decisions. The use of books as tools is learned, but the aim of the school is to give that fuller knowledge of the rules of human action which make the lawyer independent of the text book in analysis of a legal proposition.

Students will be informed by the Dean what text book will be essential and they are advised to delay purchasing until they enter the Law School. Arrangements have been effected by which book purchases may be made at reasonable prices, and the nucleus of a law library formed by the student.

The course of study covers a period of three years of thirty-six weeks each. It is the intention of the faculty to afford the students such a legal education as will be fully equal to that attainable elsewhere. For this purpose the advantages of all approved methods have been united in the course of instruction. The course of study is thorough and complete, and that system of teaching is used in each branch which insures the best results.

Degrees and Certificates

The degree of Bachelor of Laws will be conferred by the institution upon those students who pass the senior examinations at the close of the regular course, and who have been recommended for the degree by the Dean.

Moot Courts

Moot courts constitute an important feature of the course. Suits will be formally commenced and continued to issue, trial, judgment, appeal, etc., thus giving the student an opportunity to qualify himself for the practical application of the lessons received in the lecture room. These moot courts will familiarize the student with the lesser details of routine court work as well as with the more general matter of pleading and practice.

Admission to the Bar

The diploma from the Law School of this University will admit the graduate to the bar of the Supreme Court of Indiana, and also to the United States Courts, without examination.

As will be seen by referring to page 33, our regular law course consists of three years' work. We support as thorough a course as can be found anywhere, and do only a high grade of work. The graduate of this department will know law and will be able to cope with those from other schools.

Combined Liberal Arts and Law Course

To meet a demand for a combined liberal arts and law education this institution has introduced a Classic-Law Course, leading to the degree A.B.; and two additional years in pure law, leading to the degree LL.B. These two degrees may be secured by doing three years' work after graduation from the Scientific Course. They are most excellent courses and promise to meet with popular approval.

Tuition for one term of twelve weeks, in advance, \$15.

Tuition for one year, thirty-six weeks, in advance, \$40.

Law students can take one literary branch only and one drill free of charge. Bookkeeping and shorthand are not included in this free offer.

Tuition for less than twelve weeks, \$1.30 per week. Students on entering, however, must settle for one term. Tuition is not refunded.

Tuition, board and room, thirty-six weeks, the full year, \$115, if paid in advance. Specific statement of work by terms will be found upon pages — and —

Board, room and tuition must be settled at office. Write for further particulars.

INDUSTRIAL DEPARTMENT

M. G. BURTON, Dean

C. L. Quear, Manual Training

Merle Abbett, Manual Training

Eva Sinclair, Mechanical Drawing

L. A. Randall, Manual Training

Ida M. Robinson, Domestic Art and Science

Helen M. Sanders, Domestic Art and Science

The new Vocational Law of Indiana makes it practically obligatory upon all teachers to prepare themselves along some industrial lines.

A resolution recently passed by the State Board of Education grants full credit for recognized industrial training on an equal basis with other required subjects.

No department of the Institution is more valuable or more attractive to the student than the Department of Industrial Work. This department is designed to meet a practical need which is rapidly growing throughout the entire country. For a great many years it has been thought that a teacher must attend a purely technical institution in order to fit himself to do any sort of industrial work. In recent years prominent educators have come to feel that the proper place to take industrial training is in conjunction with the regular normal school work. While teachers are preparing themselves to teach the other subjects of the curriculum it is very helpful to their general progress if they will give some attention to industrial subjects.

Every course offered in this department will bend itself to meet the needs of those who are expecting to teach these subjects in the public schools. Much of the work will be individual. In this way each student's particular case will be considered and such work offered him as will guarantee his satisfactory progress.

In order that this work may have its fullest educational value, considerable note-book and research work will be exacted. Every course will provide ample facilities for practice work. No institution of the land is better prepared to give accurate and intelligent instruction in these lines of work than is the MUNCIE NORMAL INSTITUTE. Each branch of this department has an expert at its head, and the equipment is new and up to date—in fact, the very best that could be secured. All work has been planned according to the most modern conception of what should comprise an education adapted to the demands of the times.

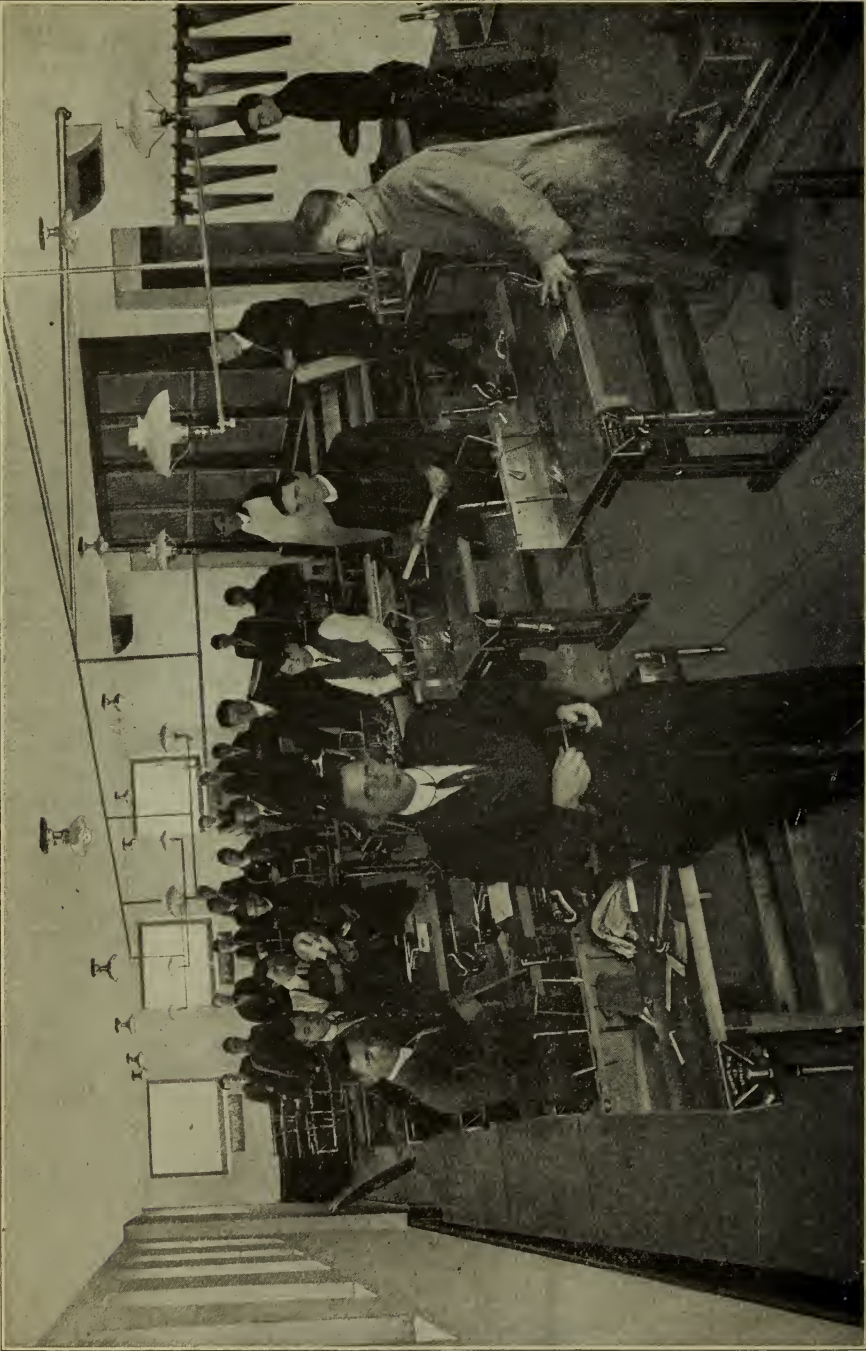
Every instructor in this line has had years of practical experience in school work, and knows the problems which the teacher will have to face. Considerable emphasis will be placed upon the pedagogical side of all questions. The lectures and discussions in connection with the normal courses will take up every possible problem which may be met in conducting industrial subjects in the public schools. Each student will get actual practice in teaching industrial work, for each student will be expected to take the part of the teacher in conducting classes, grading work, giving demonstrations, and performing all the duties of a regular teacher in charge of classes.

In this, as in other departments of the institution, a credit shall consist of a subject pursued satisfactorily for a period of twelve weeks. In this department, laboratory or shop, work taken as a drill shall consist of 50 minutes per day, five days per week; and if taken as a solid, two 50-minute periods per day will be required.

This department will consist of two general divisions—**Manual Training** and **Home Economics**—the details of which courses are given on the following pages.

MANUAL TRAINING

Note:—Inasmuch as every shop problem, when completed, becomes the property of the student, each student will be expected to pay cost price for actual materials used. This



MANUAL TRAINING CLASS AT WORK

course will not be an expensive one, for the student will be directed to a number of articles all of which will afford like practice in tool process. If the student wishes to economize, he may select the articles for which the material will be least expensive. Students who care to make fine pieces of work from expensive hardwoods will be allowed to do so. This matter is entirely at the option of the student.

Course 1

Elementary Woodwork—12 Weeks

This course in bench work is designed for teachers or students who have had no previous systematic training in that subject. In this course will be taught the uses of the ordinary bench tools, and the principles of construction leading up to like construction of useful articles. The principal laying out and cutting tools, together with their care and function, will be carefully set forth. Abundant shop practice will be offered and the course will be supplemented by considerable research work covering such subjects as elementary forestry, lumbering, seasoning, characteristics of timber, defects, preservation, warping, shrinkage, rot, etc.

Students taking this course will be expected to complete a great many models which would be suitable for presentation in common school grades.

Drawing is recommended as outlined in the catalogue.

Normal students who desire to teach bench work in the sixth, seventh and eighth grades should take this course.

Course 2

Advanced Woodwork—12 Weeks

For students who have completed Course 1 or its equivalent.

This course gives all of the important constructions in wood, and a thorough knowledge of the method of using hand working tools, giving considerable attention to their care and function. Various methods of wood finishing are presented. Tool sharpening receives particular attention.

Drawing is required as outlined in the Drawing Course.

Principles of squaring up stock and the laying out and executing of all the most important practical joints will be presented.

The student will be expected to complete a number of exercises embodying the following joints: End cross lap, middle half-lap, pinned mortise and tenon, through mortise and tenon, lapped dove-tail, slip mortise and tenon, dove-tail, doweled miter, mitered half-lap, miter with mortise and tenon, double mortise and tenon, keyed mortise and tenon.

Original designs will be encouraged.

This course is intended for teachers who desire to make special preparation to teach bench work.

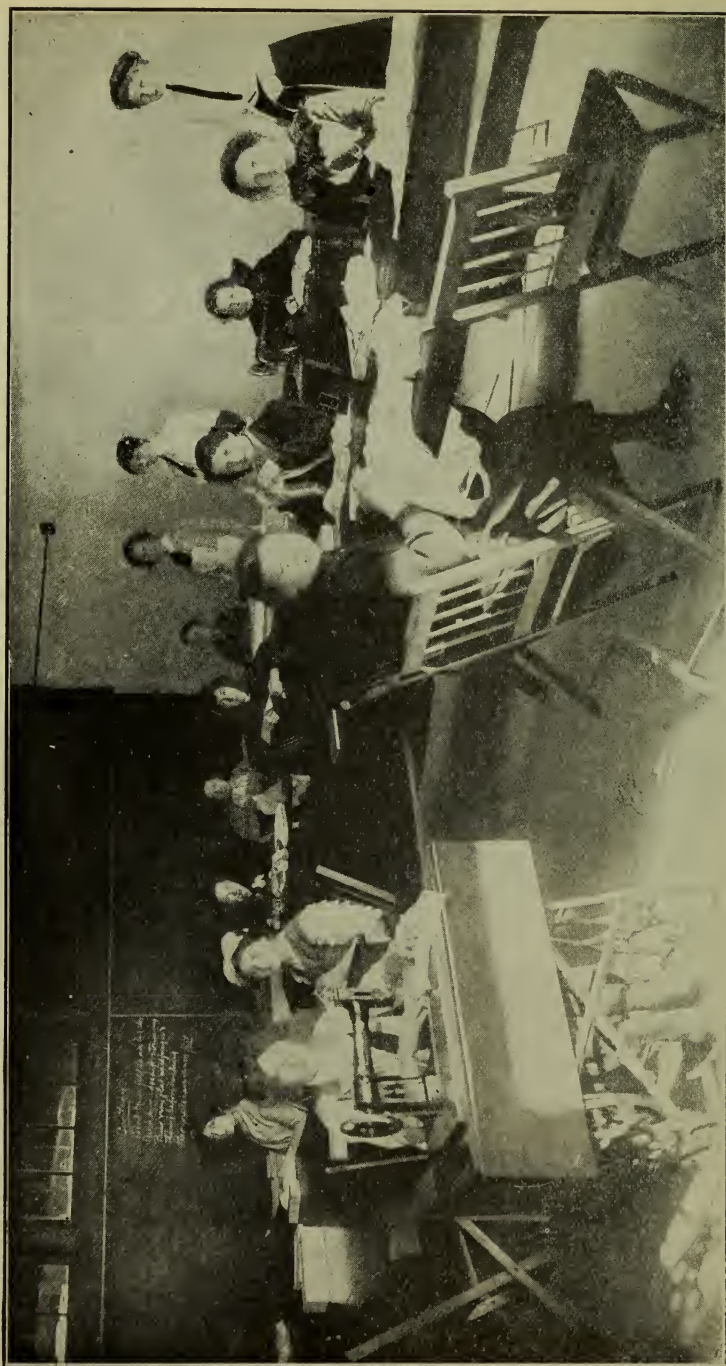
Course 3

Elementary Cabinet Making—12 Weeks

This work is intended for students who have completed Courses 1 and 2 or their equivalent.

This course includes consideration of the different joints used in the construction of furniture, the woods used, the methods of preparing, fitting and finishing, care and use of special bench tools, a study of furniture design and a discussion of various pieces suitable for construction in schools. Emphasis will be given to the various methods of wood finishing, such as staining, shellacing, fuming; various methods of polishing, including flowing, and rub varnishing, etc. Several pieces will be constructed and finished in a satisfactory manner by students taking this course.

Those registered for this course will be given freedom in the working out of original designs, and in the selection of their own ideas of cabinet models.



A BUSY CORNER IN ONE OF THE SEWING ROOMS

Drawing suitable to this course will be exacted as indicated in the course in Mechanical Drawing.

Courses in pattern making, forging and lathe work as scheduled in the Supervisors' Industrial Course will be given after September, 1913.

Other courses will be added as occasion may require.

MECHANICAL DRAWING

Course 1. An introductory course for beginners having no experience with draughting instruments.

Training is given in the use of instruments, lettering, geometrical construction, working drawings, orthographic projection, intersection of solids and development of surfaces, draughting convention, machine sketching and drawing, tracing, and making of simple blue prints.

Course 2. An intermediate course for students who have completed Course 1 or its equivalent.

This course involves advanced work in orthographic projection, intersection of solids, development of surfaces, or very elementary machine or architectural drawings; isometric and cabinet projection, and mechanical perspective.

Course 3. Advanced. For teachers of manual training in public schools, or for those who have completed Courses 1 and 2 or their equivalent.

This course includes advanced work on various machine drawings or architectural drawings, at the option of the student.

HOME ECONOMICS

This department consists of two general divisions, Domestic Science and Domestic Art. Students may take either division, or both, if they desire. The two courses will be closely associated and will be fittingly correlated with the other Science and Arts.

Every course is designed for the purpose of giving the student workable knowledge of the subject. Students who expect to teach Domestic Art or Domestic Science in the public schools will find in these courses the exact work which they desire. Not only will the technicalities of the various courses be presented, but careful attention will be given to the pedagogical consideration of all questions.

Under the division of Domestic Science will be given chemistry of foods, dietetics, bacteriology, laboratory, laboratory methods, dining room service, invalid cooking, home decoration, etc., etc.

The Sewing Course will present every phase of the subject from the elementary processes of plain sewing to the most finished product of art needlework and garment making. Considerable attention will be given to the study of textiles.

DOMESTIC ART

Course 1. Elementary Sewing. Twelve Weeks. For those who have had no previous systematic training in the subject of Sewing, Elementary Processes, illustrating the use of running, hemming, basting, back stitching, regular gathering, sewing on of lace, French seams, felled seams, ornamental stitches, overcasting and overhanding. Various methods of repairing materials, patching and darning. The study of cotton, linen and wool. Research and lecture work. Preparation of note-book with samples and descriptions of various processes.

Course 2. Plain Sewing. Twelve Weeks. For those who have completed Course 1 or its equivalent. Continuation of the application of the processes set forth under Course 1; development of those processes. Hemstitch, double hemstitch, gusset, placket, development of ornamental stitches, making of simple garments from patterns, continuation of the study of textiles, research and lecture work, preparation of note-book with samples and description of process.

Course 3. Simple Garment Making. Pattern drafting, plain cutting, making of simple garments at option of student. Continuation of textile study. Raw material, process of

manufacture, finishing, bleaching, dyeing, judging materials, lecture and research work, preparation of note-book, working out of ideal course of study for public schools.

Note:—Other courses will be added as occasion may demand.

DOMESTIC SCIENCE

Course 1. Elementary Cooking. For those who have had no previous systematic training in the subject of cooking. This Normal Domestic Science Course consists of systematic instruction pertaining to practically all the phases of the home, duly correlated with such subjects as will elucidate the various problems of the home, and furnish such professional training as will fit teachers to handle these subjects in the public schools.

Purpose of a course in Domestic Science for schools. Explanation of equipment, and of its care. Care of sink, garbage can, refrigerator, stove, cupboard, kitchen cabinet and store rooms, pantry, etc. Explanation and use of parts of range. Measuring and combining. Air and its relation to fire. Air and its relation to life. Air and its relation to cookery. Methods of cooking. Foods defined and classified. Study of acid and salt supplying foods. Study of food value. Waitress lessons on care of rooms, as kitchen, pantry, dining room, sleeping rooms, etc. Planning and serving of meals. Research and lecture work. Keeping of note-book.

Course 2. For those who have completed Course 1 or its equivalent. This course is designed to continue the work of Cooking in sequential order. All theory lessons are accompanied by practical lessons, the same as in Course 1. Carbohydrates, cereals, flour mixture, baking powder mixtures, soft dough, yeast, beaten bread, home-made yeast, chocolate and cocoa, preparation of desserts, preserving and canning of fruits, elementary work in invalid cookery.



MODEL DINING ROOM—MUNCIE NORMAL INSTITUTE

Course 3. For those who have completed Courses 1 and 2, or their equivalent. Continuation of the food outline by means of lectures, food experiments and cooking. The sympathetic study of foods, based upon the classification of the food principles, is sequentially continued, special attention being given to food composition and dietetics. The preparation and serving of balanced meals will receive special attention. Cost and purchasing of foods. Theory and practice of food preservation. Elementary bacteriology.

In this course much attention will be given to the forming of courses and the methods of presenting this subject to the public schools.

Note:—These courses are subject to additions or alterations as the occasion may require.

AGRICULTURAL DEPARTMENT

JULIAN R. STEWARD, Dean

C. L. Quear, Instructor

That individual is wisest who interprets the tendencies of the civilization in which he lives and anticipates the demands soon to be made upon him. What is true of an individual is all the more emphatically applicable to an institution whose only purpose is the fitting of young men and young women for their career as useful citizens of a republic. It is with a sense of this responsibility that the Muncie Normal Institute has felt the demand and has installed a department of Agriculture. Some of the states have made the teaching of agriculture obligatory in their public schools, and such legislation is pending in other states.

Teachers must be qualified to give instruction in this line. As yet but few normal schools are giving agricultural training, and the present demand for teachers capable of giving intelligent instruction in this branch cannot be met.

Since our lands adapted to agriculture are practically all taken and our population is increasing, the necessity for a more scientific manipulation of the soil and its products is being realized, not only by the farmer but by the professional and business man as well. Teachers qualified in these lines are securing the best of salaries.

The Department of Agriculture of the Muncie Normal Institute is especially designed to prepare teachers of agriculture. This department presents the vital and practical phase of agriculture, as well as the technical and theoretical side of the subject.

The course is very flexible and should appeal to any student who desires work along these lines. Agriculture is being so urgently demanded in public school work that no teacher should neglect its consideration.

Students in these courses will have access to practically all of the latest text-books on the various subjects of agriculture; government bulletins will be abundantly provided, and considerable research will be exacted.

All theories set forth in the class room will be thoroughly tested out in the laboratory, and on the experimental plots.

Students in this course will—as in any other scientific course—be required to have at least two one hundred twenty-minute laboratory periods per week. These laboratory periods, in the winter and fall terms, will be in the chemical laboratory; studying the chemistry and physics of soils and fertilizers and testing seeds. In the spring and summer terms the laboratory period will be out on the experimental farm, doing real practical problems in a scientific, thorough manner.

Our agricultural farm comprises approximately eighty acres, a few acres of which are in winter grain. A good portion of this will be devoted to student agricultural plots showing just how teachers may present agriculture as a school subject to the very best advantage.

Students who take this course are advised to remain in school the entire year, if possible, in order that they may have the opportunity to put into actual practice all of the knowledge gained in the classroom work.



AGRICULTURAL LABORATORY—MUNCIE NORMAL INSTITUTE

The Mid-Spring Special Term

The mid-spring term is not entered by the regular two-year students. This work is offered especially for students who are in schools through the winter and cannot enter previous to that time. The work of this term is condensed to cover the maximum amount of the subject of agriculture in twelve weeks. The work is designed for the people who want a definite line of work to take back with them, either to the farm, or into the school room. No teacher who contemplates taking agriculture work can afford to miss the mid-spring term.

Special Summer Term Course

The summer term is like the mid-spring term in the respect that it is very intensive, and at the same time covers as much territory as possible. Teachers of agriculture who cannot take more than one term should, if possible, take this term's work. All mid-spring students may enter the last half of the summer term, if they have finished the mid-spring term course.

If those students who desire agriculture can remain in school only during the summer months, it is advisable that they plan to enter so as to get the entire mid-spring term and last half of summer term. This eighteen weeks will be devoted to practical, live problems that the scientific agriculturist will meet in actual practice, and which the teacher will have to confront and present in the schoolroom.

More specific outlines of the mid-spring and summer terms' work are not given here, but may be had by writing to the department. Address Agricultural Department, Muncie Normal Institute, Muncie, Ind.

OUTLINE OF AGRICULTURAL COURSES

I. **The Soil**—Soil Physics, Limiting Factors of Soil, Fertility, Soil Air, Soil Water, Drainage, Tillage, Chemical Analysis of Soils.

II. **Rotation of Crops**—Value of kinds of Rotation, Legumes, Corn, Wheat, Oats, Rye, Millets and Green Manuring Crops in the Rotation, Fertility, Investigation of Rotation of Crops.

III. **Forage Crops**—Comparative Value of Forage Crops, as Alfalfa, Cow Peas, Soy Beans, Stover, Ensilage, Timothy.

IV. **Fertilizers**—Farm Manures, Commercial Fertilizers, Chemical Analysis of Fertilizers, Value and Mixing of Fertilizers, Tillage in Conjunction with Fertilizers, Green Manures, and Composts.

V. **Cereals**—Planting, Growing, Cultivating, Breeding, Harvesting, Feeding, Marketing. Corn, wheat, oats, etc., will be taken up as above.

VI. **Plant and Animal Diseases**—Causes, Control, Sprays, Mechanical Devices, Breeding to Control, Insects, Methods of Control, Birds and Weeds.

VII. **Horticulture**—The Garden, the Orchard, Pruning, Grafting, Spraying, Packing of Apples, Plant Physiology, Plant Breeding, Reproduction in Plants, Parts and Structure of Seeds.

VIII. **Dairying**—Types and Breeds of Dairy Cattle, Poultry Husbandry, Housing, Care, Breeding, Judging, Marketing of Products, Elementary Stock Judging, etc.



ONE OF THE BANKS—COMMERCIAL DEPARTMENT—MUNCIE NORMAL INSTITUTE

MUNCIE BUSINESS UNIVERSITY

J. E. JAMES, Bookkeeping and Actual Business

Essie E. Kimberlin, Shorthand and Typewriting

Iva Tate, Assistant in Shorthand

A PROFITABLE AND POPULAR BUSINESS COURSE FOR ALL

**One of the Very Few Business Colleges Where You Can Learn to Do Business
as It Is Performed in Real Life—A Thorough,
Complete, Practical Course**

We believe this course the most popular for the masses, and therefore we give it special attention by placing our best teachers in this department. The principal himself has general supervision over this work, and his experience in both theoretical and practical business methods is far superior, beyond doubt, to any other instructor in the country. If you want a business education you can get it here in the most thorough and practical manner. You will not only save time and money here, but you will be taught aright and be prepared so that you can fill a position in any business office. Our acquaintance with business men enables us to do more for our students in getting them positions than any similar school. We also can offer the advantages of the work being co-ordinated with Normal work, accredited by the State Board of Education.

Two Essential Elements of Training

The well rounded training essentials of a good business education is met by dividing the work into two general departments; the theoretical and the practical or actual business department.

IN THE THEORETICAL DEPARTMENT

The student is given a clear and comprehensive idea of the science of accounts and business transactions from the simpler forms to the more complex. The first step, of journalizing, teaches the fundamental principles of business. The ledger next claims attention, where the student must thoroughly master what each of the various accounts show, advancing to a complete mastery of the balance sheet and statement of the financial standing of the business. The work in all cases must be a model of neatness and accuracy.

Accuracy, Dispatch and Neatness

These are qualifications that are held foremost in the minds of students. We can and will give you a better business course than any school in the country. Our courses are managed with a view to training along those lines that the times demand; and the teachers have had both theoretical and practical training; they know what a business course should contain. Secondly, we have the most complete set of offices and equipment possible to be had. Thirdly, you secure the advantage of training in an institution that has been accredited by the State Board of Education to do Normal work. This is not only of advantage in the general organization, but is of advantage in teaching the student organization and system.

Courses of Study—Theoretical Department

Commercial Arithmetic	Penmanship	Spelling
English Grammar	Letter-Writing	Debating
Civil Government	Bookkeeping	Reading
Lectures	Rapid Calculation	Typewriting (Advised)
Commercial Law	Correspondence	

This department is designed to meet the demands for thorough theoretical work in accounting and its kindred subjects, whether the student has in view the keeping of accounts, teaching the subject, or general culture. In addition to the regular text-book work, the student becomes familiar with the art of applying the most modern methods and systematizing the work of different mercantile establishments.

General Outline of the Business Section

I. Bookkeeping—The bookkeeping work of this department consists of a thorough training, beginning with the simplest forms and leading to the more complex. After mastering the principles of bookkeeping, great care is used in developing methods for the practical application of these principles to the various needs of real business life.

II. Arithmetic—In addition to the ability to handle arithmetic after graduating from the common schools twelve weeks are spent in the subject of percentage and the various applications of percentage to the needs of business life.

III. Grammar—The English work as required in this course consists of twenty-four weeks' grammar work or its equivalent. The grammar work of the Commercial Course possesses many advantages over similar work of other institutions because of its being co-ordinated with the accredited Normal work of the institution.

IV. Commercial Law—Twelve weeks are devoted to this subject, and to obtain a credit in this work the student must become master of the principles of business law, handling of negotiable paper, essentials of fire insurance, leases, mortgages, deeds and other similar contracts.

V. Letter-Writing—The practical application of English to commercial correspondence is given in this work in which the various types of letters—letters ordering goods, asking payment, letters of recommendation, form letters, and other business correspondence, receive special attention. The student also receives a thorough drill in the postal rules and regulations.

VI. Civil Government—A credit is required in civil government and the principles of our governmental institutions are carefully worked out because of their close relation to other business life.

VII. Actual Business—In this department the transactions to be found in real business life are to be found, and each student is proprietor of various kinds of business some place in the course. He must keep the books and manage, to the satisfaction of the teacher, books especially adapted to the various kinds of business before completing this department.

VIII. Penmanship, Spelling and Rapid Calculation—To meet the demands the commercial world is making for efficiency in these subjects, the course provides for thorough drill in them. The course is designed to meet the demands for general culture, mind development and skill to meet real business problems.

THE PRACTICAL DEPARTMENT

This is designed to teach proficiency in the application of the principles of accounting, and the mastery of the details of the business. Here the student becomes familiar with the application of the principles of accounting to the practical commercial enterprises.

Preparation Necessary for Entering Actual Business

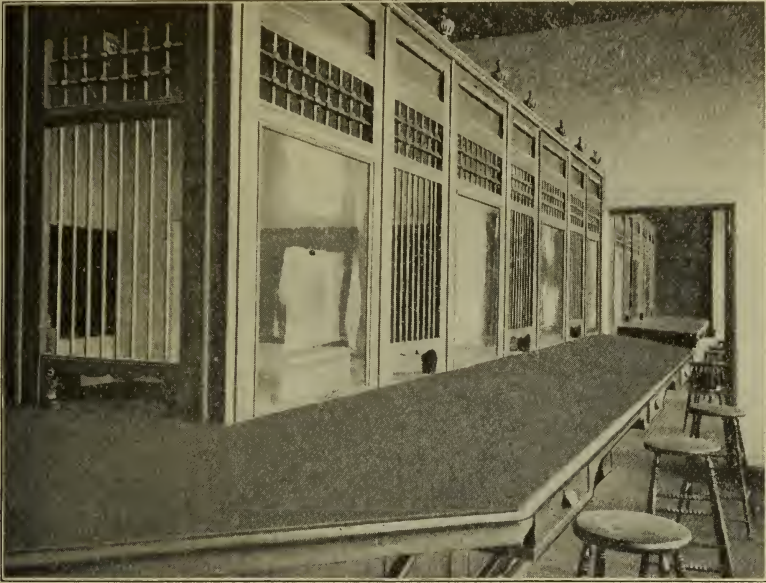
After a student is able to close a ledger intelligently he is ready to enter the Practical Department, if he is sufficiently advanced in the common branches, arithmetic, grammar, etc. We do not believe, however, in superficial work; therefore, we advise students to enter the actual business room when they are fully prepared, and not before.

To meet the demands of such a department and to present the difficulties of commercial work in the same manner that the student will have to meet them when he leaves school, the department is so arranged that the student will, sometime in the course, fill the office of bookkeeper in many different establishments, each of which is provided with a system of accounting peculiar to its needs.

Wholesale Store—The student, as bookkeeper, takes charge of a wholesale establishment and handles in rotation the work of clerk, bill clerk, assistant bookkeeper, bookkeeper, assistant manager and manager; each of which must be filled to the satisfaction of the instructor in charge before he can be advanced to higher work.

Commission—In this office the student handles in order the work of receiving clerk, cashier, bookkeeper, and finishes his work by rendering account sales to the consignor for the disposal made of his goods.

Other Offices—In the same manner as mentioned above, the student advances through the various stages of the retail business, real estate, and rental agencies, railroading, banking, general agency and insurance.



INTERIOR VIEW OF ONE OF THE OFFICES IN THE ACTUAL BUSINESS DEPARTMENT

Banking—This office receives the most careful attention, not only from the standpoint of the banker himself, but the relation of the banking business to other mercantile establishments in the community. Each student fills the several positions of receiving teller, paying teller, collection clerk, discount clerk, individual bookkeeper, assistant cashier, cashier, assistant bookkeeper and bookkeeper.

We will guarantee so to prepare you that you can, on leaving here, fill any position in any business as bookkeeper; in fact, the student that finishes the Commercial Course as prescribed has already kept to the satisfaction of his instructor, books along practically all lines of business. The fee of \$5.00 is charged on entering this department. The regular tuition of \$15.00 must be paid each term.

The Books Used

In the Practical Department are fine leather-bound books, just such as are used in large banking establishments and wholesale and retail houses.

These books are furnished by the management, and it is to defray a part of this and many other similar expenses that the initiation fee of \$5.00 is charged.

Positions Are Always Open

There are always positions for able persons to fill. The trouble is that few schools prepare their students thoroughly enough to enable them to hold a position of trust. Do you not know that a good, well posted bookkeeper is always the proprietor's confidential man—the one who becomes a partner? It is our ideal in this department to prepare the student for this class of work—to reach this standard of proficiency.

Why Not?

Prepare yourself for such a position. If you select this school we will give you honest, practical work, and if anybody can place you in a good position, we can. It is a matter of pride to us to see the number of our graduates that are satisfactorily filling lucrative positions as accountants, managers and credit men.

We Will Guarantee

That after completing this course to our satisfaction a person can keep, with accuracy, any set of books in any mercantile or banking house in the country.

Expenses of Business Course

Tuition, \$15.00 per term of twelve weeks; good board from \$1.75 to \$2.00 per week; well furnished rooms from 50 to 60 cents per week.

Students are expected to settle tuition, board and room at the office in advance for twelve weeks on entering.

Special Commercial Course

This course is arranged for those who wish to be highly proficient in the science of accounts, with a view to filling positions, either as expert accountants or instructors in commercial colleges. The standard of work is much higher than the Commercial Course proper, and there are important additional branches required. After the student has completed the Commercial Course he may then be a candidate for the post graduate course.

Post Graduation

For graduation from this course the student must make a P plus grade in all the subjects required for regular graduates, and also make grades in General History, Political History, Political Economy, Advanced Bookkeeping, Commercial Geography, General History of Commerce, and Advanced Rhetoric.

This course has proven one of the most popular in the school, and graduates from this course are filling responsible positions as teachers, managers, and accountants, and in the Government Service.

Special Teachers' Course for Commercial Schools

During the past year we have had a great many calls for commercial teachers. We have a course arranged with that in view, and those who complete it are sure of good positions at a large salary.

The Scientific Commercial Course

Those having completed the Post Graduate Commercial Course, by paying the necessary fee for graduation, can have conferred upon them the degree, Master of Accounts. This makes a very desirable course for either ladies or gentlemen, and qualifies them for lucrative positions.

SHORTHAND AND TYPEWRITING

Shorthand Writers and Teachers Are in Demand—Pleasant and Profitable Employment for All

"An investment in knowledge always pays the best interest."—Franklin.

Two things that have revolutionized modern correspondence are Shorthand and Typewriting. The very best facilities are offered in these branches of study. This course is excellent as a discipline and is indispensable to the student who is preparing to enter the business world. Young ladies who are proficient in shorthand and typewriting are well equipped for a useful and independent life. There is an increased and growing demand for skilled operators. The Shorthand Course comprises every feature of the work, such as

Shorthand	Penmanship
Typewriting	Grammar
Business Writing	Rhetoric
Care of Machine	Legal Forms
Filing Letters	Practice in Principal's Office
Manifolding, all Methods	Letter-press Copying
Spelling	Correspondence and Letter-Writing
Tabulating	Business Forms, Invoices, etc.
Billing	Mimeographing

This is a course everyone should take. It is a stepping-stone to all higher positions, and is easy, pleasant and profitable employment. Chas. Reade has said: "I would advise all parents to have their boys and girls taught shorthand-writing and typewriting. A shorthand-writer who can typewrite his notes will be safer from poverty than a great Greek scholar."

Instruction and Progress

The beginner receives especial attention and enters the course any day in the year. No restrictions are placed upon his progress, but he is promoted through the different grades of instruction as rapidly as qualified. The drills provided in the Shorthand and Typewriting Department being in the direct line of business requirements, are especially adapted to fit the young people for practical work upon graduation. Before leaving to accept a position, each student will be given a thorough drill in the office of the president of the university. In this way he will be made so proficient that he can hold successfully any official position. This school will prepare you better and do more for you personally than any other school in the country.

Opportunities

Opportunities for competent stenographers and amanuenses at present are numerous. We have calls almost daily for young people to fill important positions. It is impossible for us to prepare stenographers rapidly enough to fill the many vacancies reported to us.

Requirements for Completing the Course

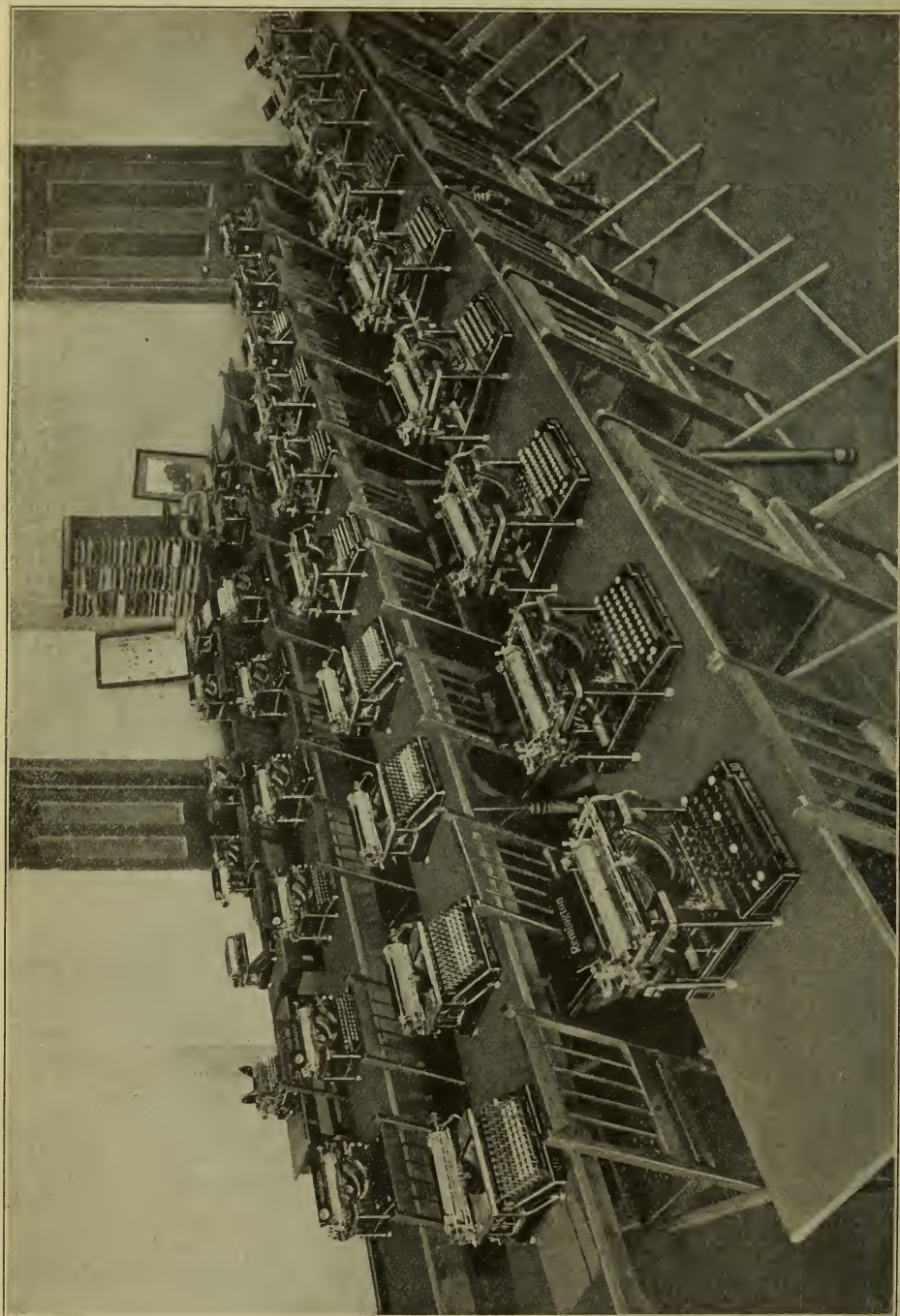
Students who finish the Stenographic Course here are required to make grades in grammar, rhetoric, letter-writing, penmanship and spelling, in addition to the regular shorthand and typewriting work. We believe that no young person who has not a fairly good elementary education can make a satisfactory stenographer for a business man. Grades are accepted from other first-class schools and colleges.

What System Do We Advise

The question comes to the young person who is thinking of taking the Shorthand Course, "What system, out of the hundreds that are now on the market, shall I select?" We advise all of our students to take either the celebrated Gregg or the well-known Barnes-Pitman system. These systems have stood the test of time and there are more expert stenographers using them than all of the other systems combined. If you have studied another system, you can complete your course here to good advantage. Our instructors are able to give valuable assistance in at least twenty different systems, and the practical suggestions are worth the tuition. If you desire to study the Graham, Munson, Isaac or Benn Pitman, Osgoodby, Longley, Burns, or any of the systems that are frequently taught, you will make no mistake by coming to the Muncie Business University. We can give you instruction in these.

Our Graduates

Our graduates are now holding responsible positions in all parts of the country. They are filling valuable places as amanuenses, private secretaries, commercial teachers, court reporters, etc. We endeavor to graduate only competent people, and we look with pride upon the success of our graduates. A diploma from this institution carries with it a prestige that



TYPEWRITING ROOM

cannot be secured at many other places. Our graduates are in demand. Business men desire their services.

How Long Will It Take to Finish the Course

This is the first question the prospective stenographer asks when he enters the college. We are unable to say. It all depends upon the student. We now have people doing good stenographic work who were here less than one term. The education which the young person possesses when he first enters the Business University Department, in a degree, determines how long it will take him to finish the course. Application on the part of the student is also an essential factor. We secure positions for a great many of our students who have not finished the course. Come with the intention of being here two terms at least. You will never regret making thorough preparation before undertaking to hold a position. Don't be fooled by the "get shorthand quick" advertisements which are sometimes thrown out as bait by irresponsible schools. It takes time to master anything worth having. Valuable professions do not come easily. Go to a school that has, by hard work and earnest endeavor, built up an enviable reputation; one that is responsible.

When to Enter

We would advise students to enter, if possible, at the opening of some term. However, our classes are so arranged that you can enter on any day and find almost perfect classification. One of our teachers gives special instruction to students who are a little behind their class. If you have the Shorthand Course in mind, do not hesitate, but enter our school at once. We are confident you will be well pleased.

Do We Guarantee Positions?

We can almost guarantee a position to anyone who enters here and finishes our Shorthand Course in a satisfactory manner. It is impossible for an individual, or an institution, to guarantee that which it does not manufacture. We do not manufacture positions, but do graduate excellent stenographers, and our competent people are in demand. We could place twice as many young people in positions as we do if we only had them prepared at the right time. You will get a position.

Court Reporting Class

For the benefit of advanced students, a class in court reporting is organized each term. In this class the actual work done by court reporters in any court of the United States is performed by the students. The instructor in charge superintends a moot trial, in which there are witnesses' testimony, attorneys' speeches, the judge's decision, etc., to be written up.

Reporters' Salaries

Perhaps the best paid field for shorthand writers is that relating to court work. Stenographers who are able to go into the court room and report verbatim testimony, etc., receive handsome salaries, ranging from \$5.00 per day to \$3,000 per year.

Moot Court Advantages

In the Law Department of this institution there is a moot court, which holds sessions regularly, and to these sessions our stenographers have free access, thereby affording them a most excellent source of practical experience. In addition to this, the House of Representatives gives special opportunity for reporting speeches, the proceedings of legislative bodies, assemblies, etc.

Actual Business Practice

Before leaving the institution to take a position each student takes a number of letters from members of the faculty. These letters are dictated by the professors in charge of the various departments to the students of advanced shorthand classes, not only as a convenience to the instructor, but also to aid the student in getting practical experience. The value of this work cannot be overestimated. It wears off the embarrassment so common to beginners when they first enter a business office.

Post Graduate Course

This will include advanced work along all lines. This class is designed especially to aid those who wish to become stenographers for large corporations and expert court reporters. Students who have completed the course in other colleges and stenographers who are holding small positions and desire to improve their ability and increase their salary can come here and pursue this post graduate work to a great advantage. Their speed can be wonderfully increased and their financial welfare considerably benefited.

Civil Service

Our work is designed to meet the demands of the Civil Service Examination Board. Examinations are held in various cities of this state four times during the year, and young people who pass the examination in a creditable manner are sure of a government position. The government needs stenographers and typewriters, and the salaries offered are good, ranging from nine hundred to eighteen hundred dollars per annum. No one who contemplates taking the Civil Service examination will make a mistake by entering the Muncie Business University. Our work will enable the student to pass the examination, provided it is done in a satisfactory manner. We keep in communication with the Department of Civil Service at Washington, D. C., and are able at all times to give our students the very best and latest information in regard to appointments, salaries, preparation necessary, etc. We loan students typewriters to be used on the days of examination.

A Stepping Stone

Many young people use stenography as a stepping-stone to some other profession. Frequently we have students to take the course who are preparing for some college or university. It enables them to report speeches, lectures, etc. Others take it as a means of defraying their expenses while in a technical or professional school. There is nothing equal to the shorthand profession as a stepping-stone to business success. We could cite you to hundreds, even thousands, of men and women prominent in commercial life who secured their present standing by means of the shorthand profession. The young stenographer is always at the right hand of the business manager, and whenever there is an important position to be filled, of course he is generally called upon. He has been in a position to know all of the "ins and outs" of the business.

A Combined Course

When convenient we would advise everyone to take the combined course, including shorthand, typewriting and bookkeeping. Opportunities are numerous and the salaries are remunerative.

Opportunities for Men

Men, particularly teachers, who desire to become commercial instructors, would do well to consider our Shorthand Course. One of our students said the other day. "I have been offered three positions, each paying one hundred dollars and over per month, to teach shorthand in high schools." The high schools are opening their doors to the shorthand work, and we can prepare a man for a high school position in from two to three terms.

Expenses

Tuition, \$15.00 per term of 12 weeks for shorthand; full course, \$30; typewriting, \$2.00 per term, one hour per day; two hours per day, \$3.00. We give FREE all drills and literary branches when students enter at term rates.

Good board and well furnished room at the remarkably low rate of \$1.75 to \$2.00 per week.

Typewriting

We make a specialty of touch typewriting. All expert typewriters use this method. It saves time and is about twice as rapid as any other system. The work here is taught by a specialist. While we recommend the "touch" or "piano" method of operating the typewriter, our typewriting teacher will give instructions in any other system desired.

A knowledge of typewriting is no longer optional for up-to-date bookkeepers and telegraph operators; it is **essential**. We would advise all persons desiring to become proficient in these professions to take typewriting.

The United States government is constantly employing good typewriter operators. The salary paid is from \$600.00 to \$900.00 per annum.

Our course is very thorough, embracing every phase of the work. It includes general correspondence, legal forms, manifolding, mimeographing, letter-press copying, tabulating, etc. The department is equipped with the very latest and best standard writing machines, namely, the Smith-Premier, Remington, Oliver, the L. C. Smith, Underwood, double and single key-boards, etc. The machines have all of the labor-saving devices, a few of which are the bi-chrome and tri-chrome ribbon attachments, the improved tabulator, the automatic cylinder release, and the new improved billing feature.

The typewriters include the latest models. The student has a choice of machines, a concession not accorded the student in some schools.

Male Stenographers and Typewriters in Demand

We quote the following from the circular of information sent out by the United States Civil Service Commission:

"Male stenographers and typewriters are in demand, and those who are competent and willing to accept the salaries offered, \$900.00 to \$1,500.00 per annum, have much greater prospects for appointment than applicants for other clerical positions."

Miscellaneous

All shorthand students may take bookkeeping without paying extra tuition; in other words, bookkeeping is given absolutely **FREE** to all shorthand students who enter by the term.

The shorthand systems we teach are the briefest, most easily acquired and most popular. It is an undisputed fact that there are more court reporters using these systems than all the others combined.

In regard to securing positions for our students, besides our own excellent facilities, we have the co-operation and support of many employment bureaus and agencies. Prepare yourself and you may rest assured you will get a position. Come to Muncie today. Begin the work at once. "Procrastination is the thief of time."

SCHOOL OF ORATORY AND DRAMATIC ART

EDITH ARNOLD HOGAN, Dean

During the past few years the Department of Oratory and Dramatic Art in this institution has made a very enviable record for first-class work. It has placed before the public readers and speakers, though young in experience, with a power that commanded the respect and admiration of all those who are the ablest critics of the work. Many young ladies and gentlemen have in a brief time become readers and speakers of note in chautauqua and stage work.

Mrs. Edith Arnold Hogan is the head of the department. Her work has been eminently successful the past year. She is a lady of strong personality and can give a repertoire which, for width of range, is difficult to excel. She is not only strong as a reader and imper-

sonator, but her dramatic posings, including all kinds of drills and delarte work, are of a high-grade order. The department is therefore in charge of one trained and experienced, who knows the classroom, platform and stage through her practical work.

Life Equipment and Self-Command

Nothing can do more in equipping students for the issues of life than a thorough course in Oratory and Dramatic Art.

The ability to command one's self in any emergency and to use one's knowledge at all times—this, surely, is a power worth acquiring. And yet how few, even among those otherwise well educated, possess this power. It is not altogether what we **know**, but what we **communicate**, that determines our usefulness, power and success.

General Practicability

It is often erroneously supposed that this work pertains only to the professions. In them, doubtless, it is indispensable, but equally so to the business man, the father, the mother and the society lady or gentleman. Culture, refinement, ease of body and mind, the flow of modulated speech, often open the door of opportunity which would otherwise remain fast closed.

Power of Communication

Other departments deal chiefly with the acquisition of knowledge. Oratory and Dramatic Art, while not neglecting the acquisitive process, lay stress upon the power to **give**. He is most helpful who serves best, that is, who **gives** most to his fellow-men.

Success the Test of Value

The Muncie Normal Institute is justly proud of its Department of Oratory and Dramatic Art. This department has proved its value by its remarkable growth and the unusual success of its graduates. The present high standard will be fully maintained, and the department developed and strengthened wherever possible.

DRAMATIC ART AND STAGE TRAINING

The Dramatic Instinct

The development of dramatic instinct is one of the prime factors in education. The ability to put one's self in another's place and to see life through his temperament, environment and experiences is so important and helpful that no one can afford to neglect its cultivation. For lack of it we are often selfish, narrow, bigoted and uncharitable. We are able to see only from our own limited field of experience, and therefore judge entirely from our own viewpoint. Dramatic instinct enables us to put ourselves in another's place and to realize how things appear to him, thus making us more kind, tactful, wise and charitable, and enabling us to help others more effectually.

Broadening and Deepening Influence

A drama is some phase of human life, objectively portrayed. Therefore the best means of cultivating dramatic instinct is through the study and practice of dramatic art, as revealed in the best plays. We should assume the various characters and act the parts, with appropriate scenery, costumes, make-up, etc. In other words, we should, for a time, live their lives. The larger number of varying types of characters we learn to assume, the broader our own life becomes. To solve a problem in Oratory or Dramatic Art requires no lower type of mental activity and no less concentration and reason than to solve a problem in mathematics or science. This in itself is highly educational, aside from the broadening and deepening of the emotions and will, the larger sympathy and charity, the added freedom

of bodily action, ease in carriage, grace, fluency and speech, increased vocabulary, and other advantages which result from such work.

Superior Advantages at Nominal Cost

No person can afford to neglect this side of his education, especially when such superior advantages are offered at so low a cost as at the Muncie Normal Institute.

In this department all forms of dramatic training are given, and various kinds of dramas and plays are studied and presented.

Aims—The Department of Oratory and Dramatic Art will take beginners or advanced students and prepare them for teaching, lecturing, public recitals, society or stage. Special effort will be made to adapt the work to the needs of teachers in the public schools.

The purpose is to develop the power of natural, effective and artistic expression through the spoken word, by means of voice and bodily action, to the end that the student may acquire the ability to reveal to others his thoughts, feelings and purposes. This develops higher manhood and womanhood, and makes better and more useful citizens. Such training is extremely practical for all, both men and women, not alone in the professions, but also in private life, society, or business.

Method—The method is simple, modern and psychological, rather than mechanical. The pupil is brought into vital relationship with the greatest thought of the greatest minds, and the result is more or less assimilation of the spirit of the writers and a consequent reflex upon life and character. Through proper objects of thought the right mental states are induced, and these, together with the earnest desire that others shall share them, result in natural, spontaneous expression, free from affectation, rant and the disagreeable artificial "elocutionary" style so often presented, and so severely but justly criticised.

DRAMATIC ART AND ACTING

In the Department of Dramatic Art and Acting, thorough and practical work is done, beginning with simple scenes, comediettas and plays, and progressing through the more difficult productions of modern and classical writers. The plays are studied as dramatic productions with relation to structure, plot, characters, etc., and later presented in public by the students, with appropriate costumes, scenery, make-up, etc.

Theory and Practice

While theory is recognized as valuable, the student is constantly required to **put in practice** the principles. He develops strength and facility by **doing**. The work of both these departments is intensely practical and gives the student a large amount of just such material as will be of use in actual work.

Short talks upon various phases of the work and allied topics, upon which the student must make grades, will be given from time to time.

Cost of Tuition

Special Classes—Classes of five, \$5.00 for twenty lessons. Here is an opportunity to receive the best instruction at one-fifth of what it would cost in many institutions.

Regular College Courses

Tuition for one term, 12 weeks, taken without Normal work.....	\$12.00
If taken in connection with Normal work.....	6.00
Private lessons, one per week, 12 weeks.....	12.00
Private lessons, two per week, 12 weeks, 24 lessons.....	24.00
Diplomas in Oratory Department.....	5.00
Parliamentary Law and Debating, per term.....	6.00
Text-books in Oratory, four volumes, each.....	.50



RECEPTION ROOM—CONSERVATORY OF MUSIC

DEPARTMENT OF MUSIC

IRA A. McKINNEY, Dean, Piano and Public School Music

Miss Bertha Burton, Piano

Mrs. Laura Craig Poland, Piano and Harmony

Miss Ellen Remington, Piano and History of Music

Miss Ruby Barrett, Piano

Miss Beulah Janney, Piano

Miss Ellen Cates, Voice

Miss Lulu Huffman, Violin

Clarence McCreery, Band and Orchestra Instruments

The Muncie Normal Institute, by acquiring the complete organization of the Muncie Conservatory of Music, which for the past nine years has been known as one of the leading Conservatories of the State, has established a Department of Music which is not surpassed by any like institution in the Central West.

The entire faculty of Mr. McKinney's Conservatory has been retained, and they will be prepared to offer complete courses in Piano, Violin, Vocal, Band and Orchestra instruments. Courses in Public School Music, Harmony, and the History of Music will also be offered. All of these courses will offer excellent facilities for advanced students who care to study their work to a very artistic degree. Elementary courses will also be offered, thus making it possible for any student of music to find work fitted to his particular need.

The reputation and standing of the Muncie Conservatory has been so well established

in the past ten years, that Normal students from all parts of the State will appreciate this opportunity of pursuing the study of music in such an able institution.

Arrangements will be made so that private instruction can be given at the convenience of the student, in such a way that there need be no conflict with the other work. This arrangement will make it possible for students to carry the subject of music as a drill or otherwise without any interference whatever, with the regular Normal or College courses.

Practice rooms will be provided, so that students who do not have access to a piano in their rooms, may be able to secure such accommodations at the Institute at a very small expense.

The Band, Orchestra, Choral Club and various other musical organizations maintained by the Institute, will enable the students who are interested in these lines to gain some very valuable practice and instruction under skilled directors without extra cost.

A Progressive Course with Best Instruction

We realize that music, as an accomplishment, ranks foremost among the fine arts. Therefore we have used great care in the selection of our instructors and the course of study. Advantages are offered here that cannot be had in a school of music only. The scope of this work is both special and professional.

Many of our students take music as only part of a liberal education in connection with our normal or scientific work. There are others who are preparing to **teach** music, and here they have every opportunity to master the technique. There is yet a third class whose ambition it is to become skilled artists.

It is not our aim to make performers simply, and lead the students through a prosy routine of musical work, but to make them musicians in the broadest sense of the term.

Extra Advantages

Music students have everything favorable for their advancement. The instruments, mostly new and in good order; the practice rooms all that could be desired; the instruction is the very best, and by artists of experience; good library and reading room free. There will be public recitals given at various times during the year, and many opportunities will be given to pupils to appear before the public.

PUBLIC SCHOOL MUSIC

The director of the Department of Public School Music brings an exceptional record as supervisor of music and training teacher. His tact and ability in presenting work in such manner as to enable the students in turn to give this work to others, is a guarantee of definite training and preparation in this line which cannot fail to equip teachers for certain success in Public School Music.

There is a steady and healthy growth in the demand for competent men and women thoroughly equipped for the teaching and supervision of music in public and private schools. There is, however, a corresponding advance in the preparation required, and it is no longer possible for one, however musically inclined, to do satisfactory work without special training along systematic lines. This training is not only essential, but is demanded by superintendents and boards of education when employing teachers of Public School Music.

A knowledge of Piano through the Preparatory and Intermediate grades is required.

Sight Singing, Ear Training, Theory Work, Choruses, Harmony. Practice in Directing. Rote Singing, Phrasing, Use of Pitch Pipe. Supervision.

Special—Those taking twenty-four thirty-minute or twelve sixty-minute lessons per term can have **free of charge** any Normal Branch and all of the drills. These privileges are worth **one-half of the tuition paid**. This includes the class in elocution, where the student obtains a thorough drill in speaking, gesture, physical culture and some *delsarte* drill.

Expenses for Piano Practice

One hour per day for 12 weeks.....	\$ 2.50
Two hours per day for 12 weeks..	5.00
Three hours per day for 12 weeks.....	7.50
Four hours per day for 12 weeks.....	9.00
Five hours per day for 12 weeks.....	10.00

A cash discount of 5 per cent. on above rates will be allowed to those who settle for the year of forty-eight weeks.

Board and room for the year, forty-eight weeks, if paid in advance, \$95.00.

RATES OF TUITION

For a Term of Twelve Weeks

Piano

Ira A. McKinney

One 30 minute lesson per week.....	\$12.00
One 60 " " " "	24.00

Mrs. Laura Craig Poland

One 30 minute lesson per week.....	\$12.00
One 60 " " " "	24.00

Miss Bertha Burton

One 30 minute lesson per week.....	\$ 9.00
One 60 " " " "	18.00

Miss Ellen J. Remington

One 30 minute lesson per week.....	\$ 9.00
One 60 " " " "	18.00

Miss Ruby R. Barrett

One 30 minute lesson per week.....	\$ 9.00
One 60 " " " "	18.00

Miss Beulah Janney

One 30 minute lesson per week.....	\$ 6.00
One 60 " " " "	12.00

Voice

Miss Ellen Cates

One 30 minute lesson per week.....	\$12.00
One 60 " " " "	24.00

Violin

Miss Iva Carpenter

One 30 minute lesson per week.....	\$12.00
One 60 " " " "	24.00

Miss Lulu Huffman

One 30 minute lesson per week.....	\$ 9.00
One 60 " " " "	18.00

Band and Orchestra Instruments

Mr. Clarence McCreery

One 30 minute lesson per week.....	\$ 9.00
One 60 " " " "	18.00

Students will have access to Band and Orchestra rehearsals without charge.

A cash discount of five per cent. on above rates will be allowed to those who settle for the year of 48 weeks.

Board and room for the year, forty-eight weeks, if paid in advance, \$95.00.

PREPARATORY COURSE

First Term, 12 weeks—Arithmetic, Grammar, Geography and Map Drawing, Reading and Penmanship.

Second Term, 12 weeks—Arithmetic, Grammar, Geography and Map Drawing, Reading and Penmanship.

Third Term, 12 weeks—Physiology, Letter-Writing, Civil Government, United States History, Blackboard Drawing, Penmanship, Reading and Orthoepey.

Fourth Term, 12 weeks—Spelling, Vocal Music, United States History, Blackboard Drawing, Letter-Writing and Composition.

This course has been carefully planned to meet the demands of the following persons:

First, those who have not had an opportunity to complete the common branches in the public schools. No matter how backward you are in your studies, you can be accommodated. No examinations on entering.

Second, those who have completed the course in the common schools and wish to take a general review of the common branches.

Third, those who are preparing to take advanced work in the higher branches in this or any other school or college.

The instruction in the Preparatory Course is **thorough** and **complete** in every particular and gives the student such discipline and power as will prepare him for the **ordinary** duties of life and make the work in the higher courses comparatively easy. This course is especially valuable because the instruction is given by the **regular members** of the faculty and not by some **inexperienced teacher**, or student, who is working his way through college. Young men and women who have not had opportunities for an education in early life, will find this department just what they desire. Often those who enter this department, seeing the benefits of an education, and realizing the small expense, receive inspiration and push on into the higher work, thus changing the **entire** course of their lives.

One of the most important changes in educational theory is in reference to preparatory work. It is in this that the student's method of thought is determined. **Clear perception** and **accuracy of expression** come only through **careful training**. The student's power does not depend so much upon the **amount of subject-matter** passed over as upon the **thorough mastery** of the thought embodied in it. We wish to emphasize that we **grade** and **advance** pupils not on the time they pursue a course of study in a certain branch, but upon the knowledge they acquire and what they are able to do in the subject. This course is especially intended as preparatory to the Teachers' Briefer Course.

BIBLE STUDY DEPARTMENT

Y. M. C. A.

Y. W. C. A.

THURMAN B. RICE, President

ETHEL CUNNINGHAM, President

HAL LARRABEE, Vice-President

ETHEL LOGAN, Vice-President

JOB CHAMPER, Secretary

IRENE SEARLE, Secretary

FLOYD WALKER, Treasurer

DOTT HARMON, Treasurer

An outline of the Bible and Mission Study Work of the Young Men's and Young Women's Christian Associations is given below. The Bible is not studied from a denominational standpoint, but from a universal point of view. The Historical and Psychological, as well as the Spiritual, problems are discussed in these classes. The Associations have a number of accessible books on Athletics, Hygiene, World-Wide Missions, etc., in the College library, which all are welcome to use. The privileges of membership in the Association include the use of the tennis courts and basketball grounds, as well as a voice in shaping the policy of the Associations.

BIBLE COURSES FOR 1913-1914

INSTRUCTOR	FALL TERM	WINTER TERM	SPRING TERM	SUMMER TERM
Professor Nutt	Christian Evidences and Ethics	Continuation from Fall Term	Social Significance of the Teachings of Jesus	Continuation from Spring Term
	Great Events in the Life of Christ	Continuation from Fall Term	Studies in Old Testament Characters	Continuation from Spring Term
	Introducing Men to Christ	Continuation from Fall Term	How to Deal with Doubt and Doubters	Continuation from Spring Term

The above courses are for mixed classes, including both ladies and gentlemen.

INSTRUCTOR	FALL TERM	WINTER TERM	SPRING TERM
Student Leader (Ladies' Class)	Challenge of City	South America	Immigrants and the Community
Student Leader (Gentlemen's class)	Unoccupied Fields	Immigrant Races in North America	Islam
Student Leader (Mixed class)	Negro Life in the South	Africa Waiting	India

Some of the above classes will be supported during the Summer Term.

SOCIAL CALENDAR

Opening Reception— Friday, September 19, 1913	Winter Term Reception— Monday, December 8, 1913
Spring Term Reception— Monday, March 9, 1914	Mid-Spring Term Reception— Monday, April 21, 1913
Summer Term Reception— Monday, June 2, 1913	

EXPENSES SUMMARIZED**Normal Course—Term Rates**

Good board and well furnished room, twelve weeks.....	\$25.00
Tuition, one term, twelve weeks.....	15.00
Total for tuition, board and room, twelve weeks.....	40.00
Board only, one-half term in advance.....	10.00

The above rates are payable in advance for the term of twelve weeks. Expenses in special courses will be found under the various departments. You can save money enough here to pay car fare several hundred miles.

Annual Rates for School Year of Forty-Eight Weeks**Tuition Only**

Tuition only, 12 weeks.....	\$15.00
Tuition only, 24 weeks.....	28.00
Tuition only, 36 weeks.....	42.00
Tuition only, 48 weeks.....	50.00

Tuition and Board

Tuition and Board, 12 weeks.....	\$ 35.00
Tuition and Board, 24 weeks.....	65.00
Tuition and Board, 36 weeks.....	100.00
Tuition and Board, 48 weeks.....	125.00

Tuition, Board and Room

Tuition, Board and Room, 12 weeks.....	\$ 40.00
Tuition, Board and Room, 24 weeks.....	75.00
Tuition, Board and Room, 36 weeks.....	115.00
Tuition, Board and Room, 48 weeks.....	145.00

All the above rates apply to the Business Course as well as the College Course. Board and room are less than \$1.90 per week when annual rates are paid.

Students, on entering, **must pay for one term of twelve weeks**, except the fourth session, when they must pay to the end of the term.

One dollar and fifty cents per week will be charged for tuition where settlements are made for less than twelve weeks. This privilege is granted only to students who have entered for one term, and desire to remain longer but less than the full term. In order to get these exceptionally low rates students are expected to pay for a term in advance. **One dollar and seventy-five cents** will be charged when board is paid by the week. A number of the professors boarded all the year at our college club.

Students who have been elsewhere to school say that we give better board than they ever received for \$2.00 per week at other schools. You will find things just as represented—not overdrawn in the least, but stated accurately and fairly.

Settlements are to be made in advance. Electric light per term \$1.75. Per week, twenty cents. Two students are expected to occupy one room.

Expenses for Fuel

First Term.....	\$4.00	Third Term.....	\$ 4.00
Second Term.....	5.00	If paid in advance for the year.....	12.00

These rates apply to Ladies' Dormitory only.

Special Fees

A great many schools have special fees, not advertised, but we place the matter before you in a business-like manner, so that there will be no misunderstanding. In addition to the regular tuition, as stated under expenses, there are the following charges:

Biology Fee, per term.....	\$1.50	Physical Laboratory, per term.....	\$1.50
Chemistry Fee, per term.....	3.75	Graduation Fee—Paper, Diplomas.....	4.00
Incidental Fee, Business Dep't.....	5.00	Parchment	5.00

Tuition due-bills are not given unless there has been an absence of **two or more consecutive weeks** on account of protracted illness. Money paid on tuition is never refunded, but tuition due-bills are always given for time due, **exceeding two weeks**, providing the student has been out on account of illness of self. Settlement for tuition, board and room must be made at office when required.

N. B.—The school reserves the right to cancel these annual rates at the end of any term by refunding cash for unused tuition, board and room.

EXTENSION DEPARTMENT

M. G. BURTON, Educational Director

Lilla P. Frich (Minneapolis Schools)	} Assistants Educ. Dept.
Ida M. Robinson	
Helen Sanders	
Eva Sinclair	
C. L. Quear	
Merle Abbett	
L. A. Randall	}

Guy M. Jones, General Manager

R. V. Hinshaw, Special Representative

E. B. Frain, Business Manager

Robert C. Freeze, Cashier

Mable Babb, Assistant Cashier

Ida O. Miller	} Corresponding Secretaries
Pansy Lee Sherrick	
Florence E. Pierson	
Birdie Icenhower	
L. L. Baker	



CLASS IN SEWING—SIDNEY, OHIO

A novel and exceedingly popular departure of this institution from the beaten traditional paths of college life is the work of the Extension Department. The purpose of this department is to install courses of instruction in the various schools throughout the Nation. At the present time hundreds of public schools have introduced these courses and thousands of pupils gather each school day in their respective schools to do work under the direction and indirect supervision of the Extension Department of the Muncie Normal Institute.

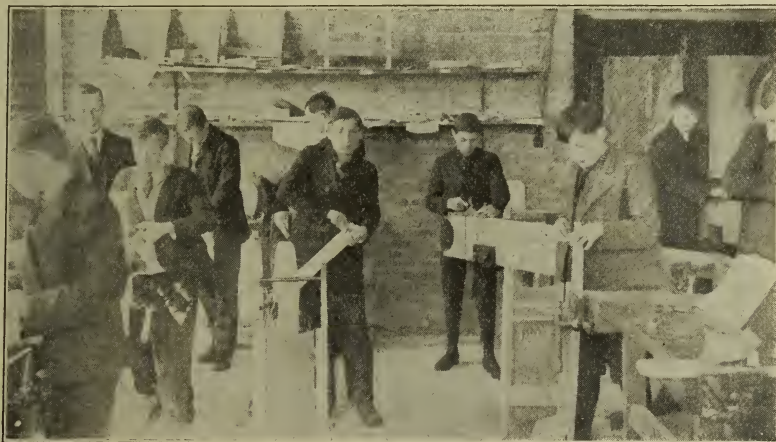
The plan is to furnish the schools which enroll in this work with definite lessons and specific instructions to both teacher and pupil, so that no time or energy may be wasted in acquiring the points of value in the lesson and its sequential position relative to other lessons. Different sets of lessons are prepared which adapt the work to the various grades of the

public schools, including the high school. This department has in operation hundreds of classes in various parts of our Nation in Manual Training, Bench Work, Cooking and Sewing, and will at the beginning of the 1913-1914 school year be prepared to foster most satisfactory and helpful courses in Mechanical Drawing, Cabinet-Making and Agriculture.

Along with the lessons sufficient materials, tools and equipment are furnished to permit the pupil to gain from the lesson as much as could be gained from a similar lesson worked out in one of the most elaborately equipped schools of our land.

While the pupils are working out these courses of instruction as a part of their regularly required work, they will receive credit for it in their home schools toward graduation therefrom, and in addition thereto will receive credit for same in Extension Department of Muncie Normal Institute.

The Authorized Extension Courses of the Muncie Normal Institute are those which make up the National System of Industrial Education. These Courses are not experiments in any sense of the word, as they represent a solution of the problem which has long existed in the field of the public school work, viz: a satisfactory method of presenting the subjects, giving due consideration to theory and practice, properly observing sequence of the processes, and at the same time making the conduct of the work possible for the teacher without special training, as well as for those who have had some training.



EXTENSION COURSE IN BENCH WORK IN AN IOWA SCHOOL

The National System has proven its efficiency for eight years in hundreds of schools in half of the States. The first contract for the use of the National System was with the Board of Education of Evanston, Ill., District No. 76, in October, 1905, and this contract is still in force.

These courses are founded on the law of reasoning from the known to the related unknown. Therefore all lessons are prepared in such a way that each one reviews briefly the principles of the preceding lessons and introduces only so much of the new as the comprehension of the student will warrant.

The printed lessons are placed directly in the hands of the pupils. They are explicitly worded and fully illustrated, thus making every process absolutely clear. This method of requiring the pupil to gather his information from printed pages closely correlates shop work with every other subject of the curriculum and the concentration of attention reacts to advantage upon all other work. This also furnishes a practical way of providing the fundamentals of Science, such as Forestry, Botany, Metallurgy, Physics, Chemistry, etc. The National System thus provides means of furnishing **individual instruction** so the rapid and adept



DRESSES ALL MADE BY THEMSELVES AFTER TWO YEARS' EXPERIENCE WITH THE NATIONAL SYSTEM

student is not handicapped by his slower classmates; neither is the dull pupil unduly hurried.

Each lesson presents an accurate list of the materials required. On the front page is given a picture of the completed model. Any materials not previously discussed are fully explained. The nature of metals, alloys, etc., are fittingly discussed, thus correlating this work with Geography and the other Sciences. The subjects of Lumbering and Forestry are presented. The care and use of tools is brought out in each lesson. Students are trained in the subject of tool sharpening. The manufacture of various kinds of cloth, the production of various foods, chemistry of foods, etc., are all treated in sequential order in their partic-



EXTENSION COURSE IN SEWING OPERATED IN A MINNESOTA CITY SCHOOL

ular courses. All materials including wood, metal, screws, nails, brads, paints, stains, shellac, etc., for Bench Work and model materials for Sewing are furnished. **None of these materials are cut to size.** Each piece of material is properly marked to show for what lesson it is intended. All sundries are sent in envelopes stamped in like manner. These materials and sundries are shipped direct to the school, usually with a full year's stock at the beginning of school.

All schools using the National System have the assistance of the Industrial Department of the Institute. This Department will co-operate in every way possible in aiding schools to make the Industrial work a success. Questions relative to any phase of the work will always receive prompt attention.

The National System is placed in schools by agreement with the school officials. Charges are based by grades. Ordinarily the arrangements provide for 120 minutes' work per pupil each week during the school year. Extra time is allowed at a slight increase in cost.

The fact that the National System of Industrial Education is today successfully operating in half the States of the Union is perhaps the best evidence of its practicability. Hundreds of letters of testimony from those using the System are now on file showing how indispensable it is considered where it has been given a thorough test.

Some of the States where the System is now in use are:

Arkansas	Iowa	Nebraska	Pennsylvania
California	Kansas	Nevada	South Dakota
Colorado	Kentucky	New Jersey	Texas
Connecticut	Massachusetts	New Mexico	West Virginia
Illinois	Michigan	North Dakota	Wisconsin
Indiana	Minnesota	Ohio	Wyoming

Superintendents and School Officials interested in any or all of these courses will receive full information by writing to the Extension Department, Muncie Normal Institute.

CATALOGUE OF STUDENTS

PREPARATORY

Arche, Arthur.....Santruse, P. R.
 Bowman, Herbert.....Randolph, Ind.
 Brown, Verlin.....Cook, Ill.
 Benet, Jose.....Lares, P. R.
 Boysinger, Clarence.....Clarke, Ind.
 Brown, Harl.....Crawford, O.
 Baez, Antonio Infante.....Manati, P. R.
 Bradley, Estel.....Mason, Ky.
 Cates, J. D.....Fountain, Ind.
 Cole, May H.....Hartford, Conn.
 Cresconi, D. A.....Maunabo, P. R.
 Dowdy, Florence.....Grant, Ind.
 Dawson, Madge.....Howard, Ind.
 Feldt, Gunner.....Chautauqua, N. Y.
 Fritz, Roy.....Crawfordsville, Ill.
 Fehmel, Alfred.....Sachon, Germany
 Garcia, Angel.....Havana, Cuba
 Gaumer, Geo.....Delaware, Ind.
 Gomez, Elpidio.....Camaguey, Cuba
 Glazier, A. E.....Knova, Mich.
 Girard, Julio.....Madrid, Spain
 Goldman, Artie.....Crawford, Ind.
 Horton, Clark.....Perry, Ind.

Hochstetter, Ray.....Fulton, O.
 Jordan, Earl.....Tipton, Ind.
 Jayne, Joseph.....Havana, Cuba
 Luglida, J. W.....Carter, Ky.
 Michael, Joseph.....Syria, Turkey
 Martin, Vincent.....Caragoca, Spain
 McFarland, Leonard.....Edgar, Ill.
 Morales, Michael.....Havana, Cuba
 McKinney, Roscoe.....Tippecanoe, Ind.
 Neeper, Creed.....Fayette, Ill.
 Pleasant, H. H.....Anderson, Ky.
 Pliens, Walter.....McLean, Ill.
 Perry, Harris J.....Williamsport, Ill.
 Rivera, Frank.....Mayaguez, P. R.
 Schultz, August.....Hamilton, Ohio
 Solomon, George.....Darmemos, Syria
 Sreiben, Edith.....Miami, Ind.
 Woods, Walter.....Cook, Ill.
 Wood, Sattie.....Macon, Ill.
 Warrick, Nellie.....Mercer, O.
 Weist, Rosetta.....Iroquois, Ill.
 Zeigler, Howard.....Van Wert, O.

HIGH SCHOOL

Adams, Mary.....Delaware, Ind.
 Ambler, Hallie.....Delaware, Ind.
 Addison, Dora.....Delaware, Ind.
 Arnold, Frank.....Rush, Ind.
 Anderson, C. L.....Huntington, Ind.
 Allen, Samuel.....Harrison, Ind.
 Bradford, Marie.....Grant, Ind.
 Bowen, Ralph.....Jay, Ind.
 Bailey, Zora.....Huntington, Ind.
 Bowman, D. M.....Grant, Ind.
 Bosworth, Cecil.....Jay, Ind.
 Baez, Antonio.....Monti, P. R.
 Baker, Opal R.....Grant, Ind.
 Bonset, Leo.....Clark, Ind.
 Bryan, Sylvia.....Clay, Ill.
 Bockock, Carl.....Grant, Ind.
 Baldwin, Lucas.....Grant, Ind.
 Bradley, Frank.....Boyd, Ky.
 Banta, Edna.....Jefferson, Ind.
 Boehm, Floyd.....Jay, Ind.
 Breese, Ambrose.....Van Wert, O.
 Bertholf, D. D.....Madison, Ia.
 Bowers, James.....Delaware, Ind.
 Badt, Ferdinand.....Blackford, Ind.
 Brown, Starr.....Delaware, Ind.
 Barcelona, Bernard.....Randolph, Ind.
 Blackburn, Byron.....Bound Brook, N. Y.
 Bingham, Mildred.....Delaware, Ind.
 Black, Hobart.....Delaware, Ind.
 Black, Mary.....Delaware, Ind.
 Benton, Geo. L.....Delaware, Ind.
 Brandon, Gladys.....Delaware, Ind.
 Brunner, Lucille.....Delaware, Ind.
 Buffington, Marie.....Delaware, Ind.
 Brissey, Margaret.....Delaware, Ind.
 Beebe, Waldo.....Delaware, Ind.
 Broderick, Joseph.....Delaware, Ind.
 Baker, Fred.....Delaware, Ind.
 Berry, Quinn.....Delaware, Ind.
 Bortoff, Robert.....Delaware, Ind.
 Booth, Naomi.....Delaware, Ind.
 Burton, Jas.....Delaware, Ind.
 Chenoweth, Carl.....Randolph, Ind.
 Cottman, Mabel.....Delaware, Ind.
 Crabb, Alice.....Delaware, Ind.
 Calhoun, Mildred.....Delaware, Ind.
 Cook, Alhambra.....Delaware, Ind.
 Clark, Cora Lee.....Delaware, Ind.
 Carr, Bessie.....Delaware, Ind.
 Childs, Maud.....Delaware, Ind.
 Carmichael, Ed.....Delaware, Ind.
 Cunningham, M. F.....Delaware, Ind.
 Cady, Fara.....LaPorte, Ind.
 Croton, Clyde.....Schuyler, Ill.
 Clevenger, Ray.....Grant, Ind.
 Carter, Dwight.....Grant, Ind.

Campbell, Ethel.....Grant, Ind.
 Cady, Lavonne.....Grant, Ind.
 Connelly, Edith.....Grant, Ind.
 Champner, Job.....Adams, Ind.
 Carter, Arthur.....Grant, Ind.
 Cabrera, John G.....Cienfugas, Cuba
 Cornwell, Arthur.....Washington, Ind.
 Carriger, Parley.....Boone, Ind.
 Clymers, Howard.....Newton, Ind.
 Cadiz, Modesto Ortiz.....Maunabo, P. R.
 Crescioni, D. A.....Maunabo, P. R.
 Duncan, Rolla.....Randolph, Ind.
 Downing, Florine.....Jay, Ind.
 Dawson, Adda.....Harrison, Ind.
 Demaree, Frank.....Ripley, Ind.
 Denny, Frank.....Jefferson, Ind.
 Dull, Arlie.....Jay, Ind.
 Davis, S. G.....Cook, Ill.
 Davis, Eugene.....Delaware, Ind.
 Evans, Dora.....Delaware, Ind.
 Eash, Ralph D.....Delaware, Ind.
 Emmons, Nannie.....Grant, Ind.
 Ford, Blanche.....Huntington, Ind.
 Foreman, Howard.....Blackford, Ind.
 Fisher, Madge.....Huntington, Ind.
 Furnisher, Arthur.....Delaware, Ind.
 Fesler, Ruth.....Oklahoma City, Okla.
 Fleming, Lillian.....Delaware, Ind.
 Finley, Myrl.....Delaware, Ind.
 Frazee, Wilbur.....Delaware, Ind.
 Fuson, Ruth.....Delaware, Ind.
 Gilmour, Juanita.....Delaware, Ind.
 Gessell, Mary.....Delaware, Ind.
 Gault, Martha.....Delaware, Ind.
 Goings, Mabel.....Delaware, Ind.
 Gessell, Ray.....Delaware, Ind.
 Glazer, A. E.....Cook, Ill.
 Groman, Mildred.....Delaware, Ind.
 Goodpasture, Floyd.....Benton, Ind.
 Gerking, Shelby.....Clay, Ill.
 Geeting, Nora.....Jay, Ind.
 Geeting, Ona.....Jay, Ind.
 Griffith, Lola.....Huntington, Ind.
 Groff, Cecil.....Grant, Ind.
 Gamuel, Helen.....Grant, Ind.
 Griffith, Lola.....Huntington, Ind.
 Goans, C. A.....Darke, O.
 Mannan, Murble.....Grant, Ind.
 Housefield, Clarence.....Jefferson, Ind.
 Huber, Ray.....Tipton, Ind.
 Heaston, Sylbert.....Huntington, Ind.
 Harmon, Dot.....Miami, O.
 Hill, Jennie.....Grant, Ind.
 Helmick, Gaylord.....Cass, Ind.
 Holman, Phil.....Grant, Ind.
 Hughel, Nellie.....Madison, Ind.

Hudson, Kenneth	Franklin, Ind.	Mitchell, Homer	Delaware, Ind.
Holt, Edgar	Delaware, Ind.	McAllister, Ruth F.	Delaware, Ind.
Hoffer, Edward	Delaware, Ind.	Mohr, Raymond	Delaware, Ind.
Housefield, Jessie	Jefferson, Ind.	Moylan, Hugh	Delaware, Ind.
Hammond, John	Delaware, Ind.	McKinzle, Bernadette	Delaware, Ind.
Hogston, Hazel	Grant, Ind.	McCrillus, Mildred	Delaware, Ind.
Hunt, Louise	Houston, Tex.	McNaughton, Hugh	Delaware, Ind.
Humbert, Jas.	Perry, Ind.	Meranda, Kenneth	Delaware, Ind.
Haines, Wilnot	Grant, Ind.	McNaughton, Lee	Delaware, Ind.
Howell, Lillian	Delaware, Ind.	Maudlin, Veva	Delaware, Ind.
Hickman, Ernest	Delaware, Ind.	Maudlin, Blanche	Delaware, Ind.
Haffner, Cloyd	Jay, Ind.	Miller, Harold	Delaware, Ind.
Hasty, Edna	Delaware, Ind.	Mann, Ruth	Delaware, Ind.
Hines, Edw.	Delaware, Ind.	McVicker, Merle	Delaware, Ind.
Huffer, Letha	Delaware, Ind.	McCrillus, Katherine	Delaware, Ind.
Hayden, Glen E.	Delaware, Ind.	McNaughton, Luenette	Delaware, Ind.
Hardzog, Harley L.	Delaware, Ind.	Nuzum, Myron	Delaware, Ind.
Hurst, Edith	Delaware, Ind.	Neale, Margaret	Delaware, Ind.
Hamilton, Harry E.	Delaware, Ind.	Norris, Carroll	Delaware, Ind.
Hogan, Arnold	Delaware, Ind.	Newel, Emma	Delaware, Ind.
Holdren, Edna	Delaware, Ind.	Newman, Ina	Delaware, Ind.
Holdren, Marie	Delaware, Ind.	Nuzum, Thornton	Delaware, Ind.
Hukill, Margaret	Delaware, Ind.	Neal, Gladys	Grant, Ind.
Harris, Esta	Delaware, Ind.	Negus, Thelma	Grant, Ind.
Hamilton, Marjorie	Delaware, Ind.	Nutt, Hubert	Boone, Ind.
Hines, Hugh	Delaware, Ind.	O'Hara, Thos.	Tipton, Ind.
Jones, Hattie	Van Wert, O.	Owen, Carl E.	Tipton, Ind.
Johnson, Lola	Delaware, Ind.	Peckenpauigh, Helen	Henry, Ind.
Janney, Ada	Delaware, Ind.	Prigg, Geo.	Henry, Ind.
Jefferson, Helen	Delaware, Ind.	Pegg, Leland	Delaware, Ind.
Jones, Lula	Delaware, Ind.	Pontius, Lowell	Delaware, Ind.
Jones, Amber	Delaware, Ind.	Pittenger, Alice	Whitley, Ind.
Kidnocker, Lois	Delaware, Ind.	Pressler, Sherman	Wabash, Ind.
Keesling, Erville	Delaware, Ind.	Poland, Edna	Shelby, Ind.
Knott, Garland	Delaware, Ind.	Porteus, Ezra	Franklin, Ind.
Keller, Paul	Delaware, Ind.	Pownell, Donna	Grant, Ind.
King, Robert L.	Delaware, Ind.	Rupley, Iona	Grant, Ind.
Kramer, Harry A.	Delaware, Ind.	Rogers, Elva E.	Boone, Ind.
Kirchner, Ralph	Delaware, Ind.	Roberts, Jane	Van Wert, O.
Knox, Lela	Delaware, Ind.	Redden, Baxter	Harrison, Ind.
Keasby, C. E.	Jay, Ind.	Ragsdale, Blanche	Vanderburg, Ind.
Kinneman, Frankie	Cass, Ind.	Reese, Harry	Van Wert, O.
Kilroy, J. S.	Posey, Ind.	Risk, W. S.	Jefferson, Ind.
Kemm, Roy	Wabash, Ind.	Ray, Clarence	Tipton, Ind.
Kemm, Fred	Wabash, Ind.	Risk, Wm.	Jefferson, Ind.
Kirp, M. C.	Detroit, Mich.	Rees, Lloyd	Van Wert, O.
Keen, B. G.	Harrison, Ind.	Rappaport, Louis	Delaware, Ind.
Lewis, Marjorie	Grant, Ind.	Reed, Lewis	Delaware, Ind.
Lafavour, Chester	Grant, Ind.	Reed, Herbert	Delaware, Ind.
Long, Jephtha	Grant, Ind.	Reynolds, Sarah	Delaware, Ind.
Lollar, Horace	Randolph, Ind.	Rodgers, Hazel	Delaware, Ind.
Leffel, Paul	Cass, Ind.	Reeves, Edith	Delaware, Ind.
Loftin, Lee	Grant, Ind.	Reed, Frank	Delaware, Ind.
Lambert, Robert	Jefferson, Ind.	Searcy, Mary	Delaware, Ind.
Levia, Edna	Delaware, Ind.	Sessler, Margaret	Delaware, Ind.
Loofbourrow, Paul	Jay, Ind.	Shriner, Howard	Delaware, Ind.
Livengood, Milvin	Delaware, Ind.	Slack, Pauline	Delaware, Ind.
Lucas, Lucille	Delaware, Ind.	Stillwagon, Minnie	Delaware, Ind.
Lockett, Bess	Delaware, Ind.	Schramm, Beatrice	Delaware, Ind.
Long, Edith M.	Delaware, Ind.	Smith, John	Delaware, Ind.
Lockett, Robert	Delaware, Ind.	Stradling, Lois	Delaware, Ind.
Lewellen, Ruth	Delaware, Ind.	Stroud, Hugh	Delaware, Ind.
Mayfield, Isis	Randolph, Ind.	Scott, Loring	Delaware, Ind.
Myers, G. L.	Huntington, Ind.	Stradling, Fred. P.	Delaware, Ind.
Muttersbaugh, Grover	Wells, Ind.	Smith, Clarence	Delaware, Ind.
Markley, Ned	Huron, O.	Smullen, Albert	Rush, Co.
Morrell, Herminia	Camuy, P. R.	Sotomayor, Juan N.	Barceloneta, P. R.
McCullom, Burel	Huntington, Ind.	Settle, Emmett	Grant, Ind.
Mitchell, Elva L.	Grant, Ind.	Senefeld, Clarence	Franklin, Ind.
Murvin, Garland	Clay, Ill.	Schumaker, Francis	Grant, Ind.
Mellinger, Louise	Miami, O.	Sherlock, Mrs. John	Jefferson, Ind.
McIntyre, Lucy	Huntington, Ind.	Stewart, Robert	White, Ind.
Morrow, Henry	Ripley, Ind.	Shugart, Floyd	Grant, Ind.
Morris, Elliott	Van Wert, O.	Searle, Arthur	Grant, Ind.
Morrow, Garland	Clay, Ill.	Spitler, Pearl	Jay, Ind.
Mendez, E.	Lares, P. R.	Scull, David	Harrison, Ind.
Minton, Stanley	Delaware, Ind.	Sweet, Lee	Miami, Ind.
McNaughton, Halford	Delaware, Ind.	Muguart, Frank	Grant, Ind.
Mullins, Nancy	Clark, Ky.	Scott, Esta	Grant, Ind.
Mitchell, LeRoy	Delaware, Ind.	Thorne, Cora	Huntington, Ind.
Mitchell, Ralph	Delaware, Ind.	Thompson, Myrtle	Delaware, Ind.
Merz, Harry	Delaware, Ind.	Thomas, Beulah	Hancock, Ind.
Markins, Osie	Delaware, Ind.	Taylor, Glenn	Delaware, Ind.
Meckel, Cullen	Delaware, Ind.	Thompson, Mary	Delaware, Ind.
Moore, Esther	Delaware, Ind.	Tyree, Carl	Jefferson, Ind.
Morales, Mike	Havana, Cuba.	True, Ruth	Jefferson, Ind.
McDaniel, Harry	Delaware, Ind.	Talbot, Eula	Delaware, Ind.
Mendenhall, Ralph	Delaware, Ind.	Wass, Gladys	Allen, Ind.

Vernon, Chester Jefferson, Ind.
 Ward, Edward Delaware, Ind.
 Warmbord, Mae Pulaski, Ind.
 Wing, Albert Essex, Mass.
 Wetterstrom, Arthur Door, Wis.
 Warden, C. R. Jasper, Mo.
 Weaver, Fred E. Huntingdon, Ind.
 Wilson, Avery Calhoun, Ill.
 Woods, Lester Grant, Ind.
 Ward, Lucile Grant, Ind.
 Wilhelm, Goldie Delaware, Ind.
 Walters, Herman E. Delaware, Ind.
 Welsh, Lillian Delaware, Ind.
 Welsh, Eva Delaware, Ind.

Waters, Charles Delaware, Ind.
 Williamson, Sarah Delaware, Ind.
 White, Helen S. Delaware, Ind.
 Wetherill, Bonnie Delaware, Ind.
 Waite, Esther Delaware, Ind.
 Wood, Florence Delaware, Ind.
 Walters, Reah Winfred. Delaware, Ind.
 Wingfield, Alice Delaware, Ind.
 Weisse, Frank Delaware, Ind.
 White, J. C. Delaware, Ind.
 Yarger, Alice Wells, Ind.
 Young, Lester P. Jay, Ind.
 Yingst, Ivan L. Delaware, Ind.

TEACHERS

Andrews, Winfred Lawrence, Ill.
 Alexander, Ernest Wabash, Ind.
 Amick, Russell C. Clark, Ind.
 Andrew, Elizabeth Switzerland, Ind.
 Anthony, Elsie Grant, Ind.
 Anthony, Chas. Blackford, Ind.
 Adams, Lavon Wabash, Ind.
 Anderson, Lawrence Madison, Ind.
 Albright, Kenton Delaware, Ind.
 Arnett, Daisy Grant, Ind.
 Addleman, Claude Wayne, Ind.
 Alter, Vessie Clinton, Ind.
 Anderson, Ethel Benton, Ind.
 Allbright, Birdie Howard, Ind.
 Addison, Cora Delaware, Ind.
 Arnold, Frank Rush, Ind.
 Bingham, Alice Delaware, Ind.
 Benge, Hower Clinton, Ind.
 Barr, Gladys Henry, Ind.
 Barnes, George Carroll, Ind.
 Booher, Verly Shelby, Ind.
 Bailey, Elsie Delaware, Ind.
 Bell, Lydia Delaware, Ind.
 Bandy, Roy E. Harrison, Ind.
 Barnett, Edith Miami, Ind.
 Barr, Camille Grant, Ind.
 Butler, Elizabeth Tippecanoe, Ind.
 Barnette, Hallie Washington, Ind.
 Branson, Mildred Randolph, Ind.
 Bacon, Sadie Henry, Ind.
 Baker, S. E. Grant, Ind.
 Baldridge, Lettie Switzerland, Ind.
 Beck, Clarence Cass, Ind.
 Brunton, Mabel Decatur, Ind.
 Bouslog, Sarah Henry, Ind.
 Bedwell, Mary Grant, Ind.
 Brown, Ira Huntington, Ind.
 Brickley, Marie Wells, Ind.
 Boyer, Edna E. Carroll, Ind.
 Bowen, George Randolph, Ind.
 Bradley, Chloee Ripley, Ind.
 Beer, Florence Ripley, Ind.
 Brunk, Glen Howard, Ind.
 Boltin, Kittie Wells, Ind.
 Badger, James Wabash, Ind.
 Beall, Leslie Ripley, Ind.
 Barngrover, Edna Grant, Ind.
 Brouillette, Marie Benton, Ind.
 Bumit, Margaret Miami, Ind.
 Branstetter, Luther Greene, Ind.
 Batty, Mary Cass, Ind.
 Blair, Lula Grant, Ind.
 Brown, Belle Fountain, Ind.
 Brammer, Ruth Blackford, Ind.
 Blank, Josephine Shelby, Ind.
 Baker, Margaret Tipton, Ind.
 Behrman, Carrie Allen, Ind.
 Bonifield, Helen Huntington, Ind.
 Barker, Loring J. Hamilton, Ind.
 Berger, Armata Marshall, Ind.
 Barrett, Roscoe Johnson, Ind.
 Pantham, Lora Wabash, Ind.
 Bringham, Lenora Pulaski, Ind.
 Brown, Pearl Vermillion, Ill.
 Booher, Lena Shelby, Ind.
 Buckles, Nina Blackford, Ind.
 Blackman, Clifford Grant, Ind.
 Baldwin, Madge Grant, Ind.
 Beaty, Mae Wells, Ind.
 Blend, Anna I. Grant, Ind.
 Barnett, Ethel Grant, Ind.

Baynes, Marion Washington, Ind.
 Bayless, Ethel Wells, Ind.
 Ballinger, Marie Grant, Ind.
 Bedwell, Montie Grant, Ind.
 Burkett, Warren Randolph, Ind.
 Brane, Raymond Wabash, Ind.
 Beaver, Iva Rush, Ind.
 Brizendine, Edna Grant, Ind.
 Boldon, Cora Tipton, Ind.
 Baughn, Jessie Henry, Ind.
 Beeke, J. W. Wabash, Ind.
 Barnes, Mabel Carroll, Ind.
 Brown, Lydia Grant, Ind.
 Blaker, Elizabeth Green, Ind.
 Brewer, Ina Delaware, Ind.
 Carey, Lowell R. Hamilton, Ind.
 Carrell, Edith M. Blackford, Ind.
 Carrell, Edna L. Blackford, Ind.
 Canada, Fae Randolph, Ind.
 Craig, C. O. Randolph, Ind.
 Cline, Gladys Randolph, Ind.
 Cecil, Jessie Delaware, Ind.
 Cole, Murvel Tipton, Ind.
 Cherry, F. B. Shelby, Ind.
 Christy, June Huntington, Ind.
 Connelly, Cora Grant, Ind.
 Coulson, Anna Jay, Ind.
 Conrads, Ralph Grant, Ind.
 Carr, Arthur Howard, Ind.
 Carmichael, Prudence Blackford, Ind.
 Campbell, Mabel Carroll, Ind.
 Cummins, Goldie Shelby, Ind.
 Cochran, Esta Delaware, Ind.
 Campbell, Ettie Blackford, Ind.
 Carson, Lelia Benton, Ind.
 Chilton, Murray Delaware, Ind.
 Clevenger, Madge Grant, Ind.
 Chalfant, Gladys Henry, Ind.
 Crist, Hazel Wabash, Ind.
 Custer, Bessie Jefferson, Ind.
 Corville, Frank Allen, Ind.
 Chenoweth, Glen Randolph, Ind.
 Cox, Marie Tipton, Ind.
 Carnine, Jessie Switzerland, Ind.
 Creviston, Walter Grant, Ind.
 Collins, J. C. Henry, Ind.
 Cravens, Stella Jefferson, Ind.
 Conger, Maurice Shelby, Ind.
 Cook, Willie Tipton, Ind.
 Clark, Loyd Randolph, Ind.
 Crandall, Gladys Grant, Ind.
 Cornelison, Gladys Grant, Ind.
 Clouser, Goldie Wells, Ind.
 Cooper, Mabel Grant, Ind.
 Cunningham, Ethel Miami, Ind.
 Chaillaux, Alpha Orange, Ind.
 Carnine, Agnes Switzerland, Ind.
 Cole, Elsie Tipton, Ind.
 Dilts, Jerome Jay, Ind.
 Dick, Hazel Tipton, Ind.
 Davis, Cecil Clinton, Ind.
 DeMott, Lelia Warren, Ind.
 Doer, Lawrence Jackson, Ind.
 Drabenstott, Ernest Blackford, Ind.
 Doty, Elizabeth Grant, Ind.
 Davis, Edna Grant, Ind.
 Duncan, Lois Delaware, Ind.
 Dauner, May Switzerland, Ind.
 Davis, Lela Howard, Ind.
 Dale, Lewis A. Wabash, Ind.
 Durst, Helen Delaware, Ind.

Desmore, Mae	..	Randolph,	Ind.	Ganske, Freida	..	Miami,	Ind.
Bailey, Cleo	..	Howard,	Ind.	Gregg, Erna	..	Grant,	Ind.
Delgourffe, George	..	Grant,	Ind.	Greer, Elizabeth	..	St. Joseph,	Ind.
Dawson, Alma	..	Warren,	Ind.	Hyman, Paul	..	Cass,	Ind.
Dovey, Agnes	..	Henry,	Ind.	Heiser, Juliet	..	Grant,	Ind.
Dobbins, Edna	..	Madison,	Ind.	Harter, Florence	..	Grant,	Ind.
Downing, Ruth	..	Tipton,	Ind.	Holycross, Flora	..	Fountain,	Ind.
Dull, Arlie	..	Randolph,	Ind.	Helms, Lizzie	..	Shelby,	Ind.
Devore, Frank	..	Howard,	Ind.	Hubert, Karl	..	Fayette,	Ind.
Dibble, Elizabeth	..	Grant,	Ind.	Hollett, Carl	..	Wabash,	Ind.
Evans, L. C.	..	Miami, O.	Ind.	Hauk, Ida	..	Wells,	Ind.
Earl, Homer	..	Wabash,	Ind.	Hornung, Nellie	..	Decatur,	Ind.
Eiler, Esther	..	Grant,	Ind.	Hanking, Garfield	..	Tipton,	Ind.
Eckerly, George	..	Miami,	Ind.	Hart, Ruby	..	Huntington,	Ind.
Eckert, Mary	..	Jefferson,	Ind.	Hobbe, Harrison	..	Fayette,	Ind.
Elliott, Paula	..	Grant,	Ind.	Harter, Shurleigh	..	Jay,	Ind.
Evans, Almeda	..	Howard,	Ind.	Hill, Howard	..	Randolph,	Ind.
Emerick, Dorothy	..	Johnson,	Ind.	Houghtelling, Richard	..	Johnson,	Ind.
Ernig, Henry	..	Benton,	Ind.	Hobson, Floyd	..	Henry,	Ind.
Ellis, Rachel	..	Grant,	Ind.	Hurley, Emerson	..	Miami,	Ind.
Erp, Frances	..	Hamilton,	Ind.	Honan, Burton	..	Carroll,	Ind.
Ensinger, Oleatha	..	Shelby,	Ind.	Hancock, Flora	..	Madison,	Ind.
Ewart, Harry	..	Huntington,	Ind.	Hoss, Ruth	..	Benton,	Ind.
Echolds, Frank	..	Tipton,	Ind.	Hill, Fay	..	Randolph,	Ind.
Eichorn, Carrie	..	Huntington,	Ind.	Hann, Lyman	..	Miami,	Ind.
Edmunds, Amasa	..	Lake,	Ind.	Healey, Margaret	..	Cass,	Ind.
Elliott, Nellie	..	Massac. Ill.	Ind.	Hurst, Nellie	..	Delaware,	Ind.
Fleming, Grace	..	Grant,	Ind.	Hodson, Sherman	..	Miami,	Ind.
Fishback, Harry	..	Jay,	Ind.	Hubbard, Noble	..	Lawrence,	Ind.
Faye, Katherine	..	Delaware,	Ind.	Hight, Zella	..	Grant,	Ind.
Fisher, Oliver	..	Wabash,	Ind.	Hughel, Nelle	..	Madison,	Ind.
Furst, Ervilla	..	Delaware,	Ind.	Huffman, Curtis	..	Huntington,	Ind.
Fender, Maybelle	..	Delaware,	Ind.	Heavilin, M. W.	..	Grant,	Ind.
Fudge, Mildred	..	Delaware,	Ind.	Haffner, Grace	..	Delaware,	Ind.
Ferguson, Edward	..	Davies,	Ind.	Haupt, Elizabeth	..	Wabash,	Ind.
Frey, Gernie	..	Miami,	Ind.	Haffner, Ray	..	Jay,	Ind.
Frash, Ethel	..	Fountain,	Ind.	Huntley, Grace	..	Jefferson,	Ind.
Fall, Archie	..	Wabash,	Ind.	Hawkins, Joseph	..	Grant,	Ind.
Frances, Dallice	..	Tipton,	Ind.	Harper, Flora	..	Delaware,	Ind.
Finnegan, Florence	..	Tippicanoe,	Ind.	Harding, Nora	..	Delaware,	Ind.
Fast, Beryl	..	Randolph,	Ind.	Heath, Jane	..	Switzerland,	Ind.
French, Zora	..	Wells,	Ind.	Horner, John	..	Grant,	Ind.
Flora, Earl	..	Carroll,	Ind.	Hodgin, Edna	..	Randolph,	Ind.
Foust, Pliny A.	..	Miami,	Ind.	Houser, Juliette	..	Grant,	Ind.
Fisher, Edith	..	Miami,	Ind.	Haney, Nora	..	Delaware,	Ind.
Franchville, Clarence	..	Perry,	Ind.	Hollingsworth, Lavanche	..	Howard,	Ind.
Freck, Harry	..	Huntington,	Ind.	Hottinger, Nona	..	Delaware,	Ind.
Fleming, Mabel	..	Grant,	Ind.	Harris, Howard	..	Huntington,	Ind.
Fleming, John	..	Tippicanoe,	Ind.	Huff, Dema	..	Blackford,	Ind.
Frantz, Grant	..	Wells,	Ind.	Horn, Geneva	..	Miami,	Ind.
Fiedler, Grace	..	Delaware,	Ind.	Hegner, Paul	..	Grant,	Ind.
Foust, Nella	..	Carroll,	Ind.	Hudson, Kenneth	..	Franklin,	Ind.
Farr, Walker	..	Grant,	Ind.	Heaston, Anna	..	Grant,	Ind.
Finley, Estella	..	Pulaski,	Ind.	Holmes, Eugene	..	Shelby,	Ind.
Flora, Matilda	..	Howard,	Ind.	Heaston, Eugene	..	Grant,	Ind.
Fowler, Anna	..	Floyd,	Ind.	Hite, Raymond	..	Grant,	Ind.
Fisher, Isca	..	Wells,	Ind.	Hodson, Delta	..	Henry,	Ind.
Ford, Nora	..	Wabash,	Ind.	Howell, Bessie	..	Miami,	Ind.
Farthing, B. D.	..	Rush,	Ind.	Hart, Olie	..	Randolph,	Ind.
Fleming, Forest	..	Blackford,	Ind.	Halderman, Marjorie	..	Wabash,	Ind.
Gilbert, Mabel	..	Carroll,	Ind.	Hurst, Nellie	..	Delaware,	Ind.
Ginn, H. E.	..	Henry,	Ind.	Hart, Alice	..	Bartholomew,	Ind.
Gillespy, Colletta	..	Tipton,	Ind.	Hayden, Bessie	..	Delaware,	Ind.
Gooding, Miles	..	Madison,	Ind.	Hoppes, Hugh	..	Madison,	Ind.
Gorell, Inez	..	Allen,	Ind.	Hare, Lee	..	Jay,	Ind.
Gorell, Hazel	..	Allen,	Ind.	Hudson, Ruth H.	..	Blackford,	Ind.
Gilbreath, Frank	..	Wabash,	Ind.	Hodson, Fern	..	Henry,	Ind.
Gillespie, Lora	..	Grant,	Ind.	Heal, Alma	..	Delaware,	Ind.
Goyer, Gale	..	Howard,	Ind.	Iliff, F. M.	..	Delaware,	Ind.
Garst, Dorothy	..	Cass,	Ind.	Irvin, Leroy	..	Huntington,	Ind.
Garner, Adrine	..	Grant,	Ind.	Irvine, Josephine	..	Hamilton,	Ind.
Gurney, Verne	..	Miami,	Ind.	Jacobs, Elmer	..	Johnson,	Ind.
Gilbert, Raymond	..	Howard,	Ind.	Jay, Belle	..	Grant,	Ind.
Goans, Ruth	..	Tippicanoe,	Ind.	Jacqua, Emma	..	Grant,	Ind.
Grinslade, Dora	..	Howard,	Ind.	Jordan, Willard	..	Randolph,	Ind.
Gordon, Hazel	..	Randolph,	Ind.	Johns, Florence	..	Grant,	Ind.
Gaunt, Myron J.	..	Jay,	Ind.	Jones, Ruth	..	Benton,	Ind.
Goodknight, Vergile	..	Tipton,	Ind.	Jones, Emerson	..	Delaware,	Ind.
Gardner, Claude	..	Fountain,	Ind.	Jones, Wm. R.	..	Madison,	Ind.
Guffigan, Jeanne	..	Delaware,	Ind.	Jones, Ethel	..	Delaware,	Ind.
Grove, Chloe	..	Wells,	Ind.	Jinks, Chester L.	..	Rush,	Ind.
Gossard, Garret	..	Clinton,	Ind.	Jay, Belle	..	Grant,	Ind.
George, Vina	..	Hamilton,	Ind.	Jester, Marie	..	Grant,	Ind.
Garrison, Floyd	..	Wabash,	Ind.	Johnson, Willard	..	Harrison,	Ind.
George, Edna	..	Rush,	Ind.	Jeffords, Thomas	..	Jennings,	Ind.
Grenard, Naomi	..	Fountain,	Ind.	Johnson, Hazel	..	Pulaski,	Ind.
Garrett, Loren	..	Delaware,	Ind.	Jones, Ruth	..	Clinton,	Ind.

Johnson, Nora	Benton, Ind.	McClure, Russell	Huntington, Ind.
Jervis, Addie	Carroll, Ind.	Mowrey, Margaret	Henry, Ind.
Jones, Mae	Delaware, Ind.	Masters, Clyde	Fayette, Ind.
Jacobs, Elmer	Johnson, Ind.	Morrison, Beatrice	Pulaski, Ind.
Johnson, Ralph	Grant, Ind.	Musselman, Andrew	Carroll, Ind.
Keggereis, Harry	Blackford, Ind.	Morrow, Rose	Livingston, Ill.
Keller, Nellie	Delaware, Ind.	McMichael, Hazel	Grant, Ind.
Kilgore, H. M.	Philadelphia, Miss.	Miller, Susie	Howard, Ind.
Kurtz, Lilly	Miami, Ind.	Mahoney, Helen	Huntington, Ind.
Kipfer, Dessa	Marshall, Ind.	McBride, Katie	Clinton, Ind.
Knox, Eula	Delaware, Ind.	McCleary, John	Carroll, Ind.
Kendall, Esther	Grant, Ind.	McGriff, Ethel	Delaware, Ind.
Kern, Hallie	Howard, Ind.	Moore, Anna	Tipton, Ind.
Kinsey, Jessie	Hamilton, Ind.	Mason, Beryl	Benton, Ind.
Knoob, Elizabeth	Grant, Ind.	Morgan, Mary E.	Marion, Ind.
Kemmer, Leona	Grant, Ind.	Martin, Flora	Howard, Ind.
Kem, Leslie	Switzerland, Ind.	Newman, J. C.	Huntington, Ind.
King, Anna	Montgomery, Ind.	Ness, Minnie E.	Whitley, Ind.
Kendall, Ethel	Henry, Ind.	Nesbitt, Garnett	Wabash, Ind.
Lefever, Blanche	Jay, Ind.	Nesse, Carl A.	Henry, Ind.
Logan, Chloa	Jay, Ind.	Neher, Irene	Cass, Ind.
Laswell, Clifford	Ripley, Ind.	Noble, Avis	Madison, Ind.
Lee, Rosa	Clinton, Ind.	Nunemaker, Mary	Grant, Ind.
Leach, Wilbur	Fayette, Ind.	Norris, Gladys	Delaware, Ind.
LeFavour, Hazel	Jay, Ind.	Norris, Reba	Delaware, Ind.
Lock, Florence	Switzerland, Ind.	Needler, Montelle	Blackford, Ind.
Longfellow, Lottie	Tipton, Ind.	Newcomb, Alta	Shelby, Ind.
Lucas, Flossie	Miami, Ind.	Odel, Oma	Delaware, Ind.
Linn, Ethel	Pulaski, Ind.	Overmeyer, Lela	Fulton, Ind.
Laird, Wave	Delaware, Ind.	Overman, Laura	Miami, Ind.
Lyttle, J. C.	Union, Ind.	O'Brien, Evelyn	Grant, Ind.
Little, Edna	Tipton, Ind.	O'Hara, Margaret	Tipton, Ind.
Lee, Richard	Howard, Ind.	Overman, Herman	Miami, Ind.
Lee, Lora	Howard, Ind.	Pruitt, Mary	Clinton, Ind.
Lord, Ralph	Rush, Ind.	Peters, Alma	Carroll, Ind.
Light, Verna	Cass, Ind.	Pearson, Florence	Randolph, Ind.
Landgrave, Clara	Miami, Ind.	Pickerel, Lucy	Tipton, Ind.
Leach, Flora	Cass, Ind.	Park, Frank	Wells, Ind.
Laughlin, Margaret	Fayette, Ind.	Powlen, Hazel	Cass, Ind.
Linton, Georgia	Pulaski, Ind.	Plasterer, Edith	Huntington, Ind.
Leaky, Ruth	Henry, Ind.	Porter, Lettie	Cass, Ind.
Larson, Hudia	Benton, Ind.	Phillips, Rose	Miami, Ind.
Lemon, Zora	Hamilton, Ind.	Presser, Thomas	Hamilton, Ind.
LeGrand, Will	Jennings, Ind.	Porter, Ada	Cass, Ind.
Lyons, Marie	Tipton, Ind.	Porter, Helen	Grant, Ind.
Loveless, Mrs. Estella	Grant, Ind.	Porter, Nellie	Cass, Ind.
Lowry, Ethel	Pulaski, Ind.	Pownell, Donna	Grant, Ind.
Larkin, Ruth	Delaware, Ind.	Payne, Lucretia	Washington, Ind.
Lee, Harvey	Clinton, Ind.	Peterson, John	Grant, Ind.
Lamkin, Finette	Delaware, Ind.	Pruitt, Margaret	Clinton, Ind.
Lamaster, Hazel	Johnson, Ind.	Pogue, Nellie	Jefferson, Ind.
Lyons, Elmer	Henry, Ind.	Paddock, Russell	Union, Ind.
Lockett, Wickliffe	Henderson, Ind.	Paul, Trizie	Randolph, Ind.
McFarland, L. O.	Bedford, Ill.	Pogue, Nina	Pulaski, Ind.
Mangas, Prudence	Randolph, Ind.	Upfleeger, Leah	Benton, Ind.
Mock, Mildred M.	Delaware, Ind.	Powers, Merle	Henry, Ind.
May, Leo	Jay, Ind.	Poland, Jessie	Shelby, Ind.
Morrison, Excel	Delaware, Ind.	Paugh, Verna	Jefferson, Ind.
Muterspaugh, Amanda	Henry, Ind.	Pendergast, Gladys	Ripley, Ind.
Miller, Mary	Macon, Mo.	Peter, Walter	Cass, Ind.
Moran, Margaret	Decatur, Ind.	Peacock, Clifford	Randolph, Ind.
Malay, Helen	Jay, Ind.	Peterson, Christina	Grant, Ind.
Moss, Elsie	Howard, Ind.	Porter, Ernest	Carroll, Ind.
McNown, Mary	Benton, Ind.	Powell, Edna	Carroll, Ind.
Miller, Myrtle	Grant, Ind.	Pitcher, Floyd	Johnson, Ind.
Mittank, Raymond	Grant, Ind.	Peterson, L. L.	Carroll, Ind.
Morris, J. M.	Wells, Ind.	Pursley, Earl	Blackford, Ind.
Merriman, Don G.	Wells, Ind.	Patterson, Helen	Blackford, Ind.
Minneman, Helen	Cass, Ind.	Pittenger, Ray	Delaware, Ind.
Montgomery, Ralph C.	Scott, Ind.	Quinn, Pearl	Miami, Ind.
Murphy, Esther	Cass, Ind.	Rodabaugh, Asenath	Miami, Ind.
Moore, Bess	Howard, Ind.	Reed, Wilbur	Delaware, Ind.
Martin, Frank	Warren, Ind.	Riggs, Phalla	Pulaski, Ind.
Mills, Lydia	Grant, Ind.	Renbarger, Ethel	Grant, Ind.
Maddox, Lulu	Grant, Ind.	Rethersford, Marian	Rush, Ind.
Mason, H. O.	Randolph, Ind.	Ragsdale, Blanche	Vanderburg, Ind.
Miller, Lillie	Howard, Ind.	Richey, Vella	Carroll, Ind.
Malsbury, Creta	Wabash, Ind.	Redinbo, Myrtle	Pulaski, Ind.
Malsbury, Madge	Wabash, Ind.	Rethlake, Verena	Benton, Ind.
Morris, Vivian	Blackford, Ind.	Roll, Myra	Wayne, Ind.
Murphy, Glen	Shelby, Ind.	Retherford, Jessie	Fayette, Ind.
Mitchell, Paul	Pulaski, Ind.	Ratliff, Dora	Grant, Ind.
Morrison, Ruth	Huntington, Ind.	Reed, Opal	Howard, Ind.
Miller, Beatrice	Pulaski, Ind.	Ray, Aletha	Tippicanoe, Ind.
Mohr, Claud	Johnson, Ind.	Ross, Marguerite	Benton, Ind.
Miller, Panette	Pulaski, Ind.	Robertson, Blanche	Benton, Ind.
McQuinn, Reba	Clinton, Ind.	Ross, Ethel	Miami, Ind.

Reese, Mary	Tipton, Ind.	Shaffer, Elbert	Henry, Ind.
Rommel, Elsie	Benton, Ind.	Switzer, John	Jay, Ind.
Riegle, Ruby	Clinton, Ind.	Scott, Marie	Howard, Ind.
Riegle, Golda	Clinton, Ind.	Saney, Lula	Wayne, Ind.
Rhodes, Voyd	Shelby, Ind.	Schroeder, Helen M.	Randolph, Ind.
Rayer, Ralph	Wells, Ind.	Stone, Nettie	Decatur, Ind.
Rommel, Hazel	Benton, Ind.	Scott, Royal	Henry, Ind.
Rea, Lela	Huntington, Ind.	Teeter, Ray	Henry, Ind.
Riggs, Zola	Pulaski, Ind.	Townsend, Laura	Wayne, Ind.
Ross, Lucy	Delaware, Ind.	Tripp, Mary	Delaware, Ind.
Ridgeway, Claude	Wabash, Ind.	Turner, Ethel	Montgomery, Ind.
Ryan, Maxwell	Switzerland, Ind.	Teepie, Benjamin	Adams, Ind.
Strickler, Madge	Miami, Ind.	Thompson, Cecil	Warren, Ind.
Smith, Paul	Carroll, Ind.	Thompson, Theda	Warren, Ind.
Stephens, Estella	Grant, Ind.	Troyer, Marie	Grant, Ind.
Stephens, Rosella	Grant, Ind.	Trusler, Lella I.	Fayette, Ind.
Stevens, Virgil	Grant, Ind.	Tomlinson, Virgil	Delaware, Ind.
Stevens, Edgar	Grant, Ind.	Tolbert, Mildred	Howard, Ind.
Skinner, Lulu	Grant, Ind.	Tufferd, Lillian	Grant, Ind.
Smith, Georgia	Howard, Ind.	Truss, Mabel M.	Grant, Ind.
Smith, Mabel M.	Miami, Ind.	Tennell, Oscar	Howard, Ind.
Sharp, Laura	Miami, Ind.	Turner, Cloe	Clark, Ind.
Sower, Ethella	Delaware, Ind.	Tharp, Vaughn	Huntington, Ind.
Schmidtkin, Hazel	Grant, Ind.	Trout, Harley	Huntington, Ind.
Shanks, Sylvia	Carroll, Ind.	Thompson, Della	Jefferson, Ind.
Schwinn, Kenneth E.	Madison, Ind.	Troxell, Elva	Grant, Ind.
Smith, Cecile	Howard, Ind.	Tickner, Mary E.	Dallas, Tex.
Smith, Cecil	Switzerland, Ind.	Tippey, Lutie	Grant, Ind.
Siddell, Agnes	Cass, Ind.	Truss, Mabel	Grant, Ind.
Slater, Ruth	Wells, Ind.	Thomas, Mabel	Miami, Ind.
Sears, Dessa	Madison, Ind.	Tucker, Rachel	Shelby, Ind.
Scott, Leona	Cass, Ind.	Thompson, Lillian	Howard, Ind.
Swihart, Frances	Madison, Ind.	Thornburg, Nellie	Snohomish, Wash.
Sumwalt, Opal	Randolph, Ind.	Unrue, Homer	Howard, Ind.
Shields, Beulah	Grant, Ind.	Vaughn, Effie	Henry, Ind.
Schmidt, Mabel	Blackford, Ind.	Vanriper, Clara	Madison, Ind.
Smith, Everett	Wabash, Ind.	Voris, Mary E.	Wayne, Ind.
Shields, Tressie	Grant, Ind.	Van Arsdale, Belle	Grant, Ind.
Slabaugh, Jancy	Howard, Ind.	Vordermark, Anna	Shelby, O.
Sevenson, Lola	Benton, Ind.	Wright, Clifford	Huntington, Ind.
Sourbeer, Mabel	Wayne, Ind.	Wright, Hazel	Miami, Ind.
Siler, Myrtle	Huntington, Ind.	Wallace, Oda	Pulaski, Ind.
Strait, Mary J.	Randolph, Ind.	Watson, Gladys	Delaware, Ind.
Scheffler, Freda	Shelby, Ind.	Watson, Laura	Delaware, Ind.
Smith, Hazel E.	Fountain, Ind.	Whitehead, Velma	Delaware, Ind.
Snead, Mabel L.	Grant, Ind.	Wasson, Tressie	Randolph, Ind.
Snyder, Ethel	Blackford, Ind.	Walker, Floyd	Howard, Ind.
Stewart, Alma	Delaware, Ind.	Wood, Marion	Fayette, Ind.
Smith, Grover	Blackford, Ind.	Wagoner, Sherman	Wabash, Ind.
Smith, Maud	Grant, Ind.	Weaver, Omer	Howard, Ind.
Smith, John	Cass, Ind.	Wilson, Katherine	Daviess, Ind.
Smith, Ethel	Pulaski, Ind.	Williamson, Lawrence	Henry, Ind.
Sherlock, Mrs. John	Jefferson, Ind.	Weaver, Fred E.	Huntington, Ind.
Scott, Ada	Grant, Ind.	Williams, J. R.	Hancock, Ind.
Smith, Mary	Lawrence, Ind.	Whitcomb, Lois	Miami, Ind.
Spangler, Mary	Grant, Ind.	Williams, W. S.	Wayne, Ind.
Sherman, Roy	Henry, Ind.	Wallace, May	Carroll, Ind.
Smith, Lea	Miami, Ind.	Willey, Aurelia	Grant, Ind.
Scott, Pearl	Clinton, Ind.	Wilson, Glen	Grant, Ind.
Stoner, Victor E.	Hancock, Ind.	Wacknitz, Anna	Pulaski, Ind.
Stogdill, Ethel	Wells, Ind.	Wright, Garver	Randolph, Ind.
Shields, Clifford	Grant, Ind.	Ware, Claude	Wells, Ind.
Stewart, Clifton	Delaware, Ind.	Williams, Mary	Delaware, Ind.
Sims, Ona	Greene, Ind.	Wilson, Wilma	Delaware, Ind.
Saxon, Mae	Grant, Ind.	Whitley, Paul L.	Grant, Ind.
Stewart, Lillian	Ripley, Ind.	Weaver, Leona	Wayne, Ind.
Smith, Mary	Delaware, Ind.	Wiggins, Maude	Tipton, Ind.
Spangler, Ollie	Grant, Ind.	Wright, Frances	Grant, Ind.
Shannon, Blanche	Grant, Ind.	Watkins, Fleda	Warren, Ind.
Schaaf, Omen	Howard, Ind.	Willits, Claire	Howard, Ind.
Spencer, Ruth	Wabash, Ind.	Warnock, Grace	Jasper, Ind.
Stout, Iva	Grant, Ind.	Wasson, Marie	Wells, Ind.
Stilts, Blanche	Grant, Ind.	White, Ethel Lee	Wabash, Ind.
Steed, Leo	Jay, Ind.	Wood, Virgie	Fountain, Ind.
Singer, Everett	Howard, Ind.	Willis, Mrs. W. G.	Crawford, Ind.
Swank, Lottie	Clinton, Ind.	Willey, Aurelia	Crawford, Ind.
Smith, Verna	Huntington, Ind.	Wilson, Avery	Calhoun, Ill.
Swank, Alma	Tippecanoe, Ind.	Whisler, E. R.	Adams, Ind.
Sarig, Minnie	Cass, Ind.	Weller, Estella	Blackford, Ind.
Symonds, Rebecca	Henry, Ind.	Walker, Ruth J.	St. Joseph, Ind.
Storie, Margaret	Switzerland, Ind.	Ward, Belle	Blackford, Ind.
Sayre, Margaret	Switzerland, Ind.	Wall, Martha	Greene, Ind.
Smith, Chas. C.	Huntington, Ind.	Wilson, T. L.	Pike, Ind.
Simmons, Ruth	Delaware, Ind.	Yates, Bernice	Huntington, Ind.
Smullen, Albert	Rush, Ind.	Yocom, Ruth	Fountain, Ind.
Smith, Lena M.	Blackford, Ind.	Zerfas, Roxie	Clinton, Ind.
Sutton, Jeanette	Henderson, Ind.	Zeck, Everett	Carroll, Ind.
Steed, Wayman	Delaware, Ind.		

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SCIENTIFIC

Auble, Robert	Clinton, Ind.	Murphy, Claude	Miami, Ind.
Brown, John E. H.	Huntington, Ind.	Mullins, Virgil	Grant, Ind.
Brown, Marian	Washington, N. Y.	McDonald, Frank	Huntington, Ind.
Blackman, Clifford	Grant, Ind.	McCormack, Lawrence	Henry, Ind.
Brizendine, Edna	Grant, Ind.	McClurg, Russell	Huntington, Ind.
Beard, Asa	Clinton, Ind.	Myers, Goldie	Madison, Ind.
Ball, Lee C.	Green, Ind.	Meyer, Henry J.	Franklin, Ind.
Brock, J. E.	Grant, Ind.	Madison, Clyde C.	Shelby, Ind.
Baker, S. E.	Grant, Ind.	Medsker, Frank	
Beard, John	Carroll, Ind.	McNanama, Fred	Cass, Ind.
Bailey, Mattie	Adams, Ind.	Marshall, Royce	Grant, Ind.
Bagwell, Frank	Howard, Ind.	Neal, Gladys	Grant, Ind.
Barrett, Ruby	Delaware, Ind.	Nichols, C. I.	Whitely, Ind.
Crosson, Nannie	Benton, Ind.	Noble, Avis	Madison, Ind.
Condon, A. E.	Grant, Ind.	Overman, Don L.	Grant, Ind.
Clevenger, Lulu	Randolph, Ind.	O'Bannon, Maurice	Harrison, Ind.
Cortelyou, A. R.	Shelby, Ind.	Oakes, Josephine	Whitely, Ind.
Croxton, Clyde	Schuyler, Ill.	Powell, John	Jay, Ind.
Carriger, Parley	Boone, Ind.	Premier, Will A.	Jay, Ind.
Cunningham, Ethel	Miami, Ind.	Pyle, Hazel	Grant, Ind.
Cassidy, Eli	Perry, Ind.	Pursley, Orville	Blackford, Ind.
Clark, Morvin	St. Joseph, Ind.	Pruitt, Hoyl	Clinton, Ind.
Cline, J. D. L.	Kosciusko, Ind.	Porter, Reuben	Grant, Ind.
Coffee, Grace	Adams, Ind.	Porter, Ernest	Grant, Ind.
Dickson, J. E.	Jay, Ind.	Peterson, Esther	White, Ind.
Dicus, A. W.	Howard, Ind.	Pepe, Chas	Allen, Ind.
Dull, Arlie	Jay, Ind.	Richey, M. M.	Blackford, Ind.
Dishinger, Allison	Jefferson, Ind.	Rush, Chas.	Grant, Ind.
Drabenstott, Ernest R.	Blackford, Ind.	Robertson, Harley	Benton, Ind.
Downing, Earl	Randolph, Ind.	Rosier, Ethel	Howard, Ind.
Dixon, Lennie	Decatur, Ind.	Skinner, Edythe	Cass, Ind.
Eckert, Mary	Jefferson, Ind.	Skinner, Edith	Cass, Ind.
Eversole, Ida	Lawrence, Ind.	Skull, David	Harrison, Ind.
Fewel, Charles	Jefferson, Ind.	Scott, Lawrence	Fayette, Ind.
Frach, Edith	Warren, Ind.	Schaffer, Roscoe D.	Henry, Ind.
Fleming, Forest	Blackford, Ind.	Sarig, J. D.	Cass, Ind.
Frantz, C. S.	Wells, Ind.	Steinhilber, Ezekiel	Blackford, Ind.
Fouts, C. D.	Montgomery, Ind.	Stallings, Clarence	Huntington, Ind.
Friend, Lee	Washington, Ind.	Schaupp, Ralph	Adams, Ind.
Fattie, Lee	Henry, Ind.	Singer, Elmer	Grant, Ind.
Groninger, Reed	Carroll, Ind.	Smith, Hallie	Miami, Ind.
Good, Neil	Huntington, Ind.	Sprague, Everett	Bartholomew, Ind.
Grafmiller, O. W.	Jay, Ind.	Slabaugh, J. F.	Howard, Ind.
Gutzwiller, Blanche	Dearborn, Ind.	Thatcher, Lyman	Howard, Ind.
Griffith, Bernice	Tipton, Ind.	Troyer, Eynum	Grant, Ind.
Hutson, A. F.	Howard, Ind.	Tranbarger, Clarence	Clinton, Ind.
Huffner, Elmer	Clinton, Ind.	Tuhey, Blanche	Delaware, Ind.
Herrimon, Robert	Perry, Ind.	Tjardes, Ida	Vermillion, Ill.
Haas, Wm.	Cass, Ind.	Tullis, G. H.	Jay, Ind.
Harter, B. W.	Jay, Ind.	Thompson, Hazel	Warren, Ind.
Hyman, Willard	Cass, Ind.	Teeter, Garnet	Tipton, Ind.
Johnson, L. A.	Jackson, Ind.	Tharp, Irma	Wayne, Ind.
Jack, Roy	Harrison, Ind.	Todd, Lota	Grant, Ind.
Jones, Hattie	Van Wert, O.	Taylor, Opal	Pulaski, Ind.
Kusznau, Ross	Carroll, Ind.	Veach, Lester	Grant, Ind.
Kurtz, Lillie	Miami, Ind.	Wood, Geo. N.	Ocana, Mich.
Kinzie, Earl	Miami, Ind.	Woody, F. L.	Howard, Ind.
Kimble, Osaira	Lawrence, Ind.	Winton, Harvey	Shelby, Ind.
Kinneman, Frankie	Cass, Ind.	Wilson, Omer	Carroll, Ind.
King, A. J.	Grant, Ind.	Worden, Goldie	Grant, Ind.
Leckner, Bertha	Douglass, Ill.	Warme, Paul	Cook, Ill.
Leist, Delbert	Wells, Ind.	Williams, Alice	Washington, Ind.
Landreth, Austin	Lawrence, Ind.	Will, Flora	Miami, Ind.
Lines, Omer	Grant, Ind.	Williams, Albert	Washington, Ind.
Lindsey, Everett	Harden, O.	Wildrick, F. L.	Jasper, Ind.
Lambert, Robert	Madison, Ind.	Willis, W. G.	Crawford, Ind.
Larson, Dora	Benton, Ind.	Williamson, Edmund	Delaware, Ind.
Lott, Archie	Clark, Ind.	Wingate, C. C.	Delaware, Ind.
Lemond, Fred	Delaware, Ind.		

CLASSIC

Arnold, Homer	Grant, Ind.	Fife, J. R.	Summit, O.
Bierly, Rennie	Harrison, Ind.	Fouts, C. D.	Montgomery, Ind.
Beasy, Maude	White, Ind.	Groves, Melvin	Howard, Ind.
Burton, L. E.	Hamilton, Ind.	Hansell, Jesse	Dearborn, Ind.
Bloomfield, Grace	Delaware, Ind.	Hutner, Lillie	Grant, Ind.
Collins, Claude	Stark, Ind.	Johnson, Ralph	Pike, Ind.
Copple, Roy V.	Hamilton, Ind.	Jeffrey, Hugh	Huntington, Ind.
Dicus, A. W.	Howard, Ind.	Limpus, Edward	Shelby, Ind.
Denny, E. C.	Jefferson, Ind.	Lefel, Sherman	Cass, Ind.
Dillon, J. E.	Pike, Ind.	Lantz, Joseph	Howard, Ind.
Dishinger, Allison	Jefferson, Ind.	Linville, Amy	Grant, Ind.
Fewel, Charles	Jefferson, Ind.	Lantz, Henry	Howard, Ind.
French, Martin	Wells, Ind.	Logan, Ethel	Cass, Ind.

McCarthy, Nellie Delaware, Ind.
 Moody, Effie Grant, Ind.
 Phillips, Murat Grant, Ind.
 Powell, John M. Jay, Ind.
 Pepe, Chas Adams, Ind.
 Payler, Eva LaPorte, Ind.
 Risk, Roy Jefferson, Ind.
 Rice, T. B. Delaware, Ind.
 Ray, Roy Shelby, Ind.
 Robey, E. E. Wabash, Ind.
 Roberts, John Van Wert, O.
 Snethen, Edgar St. Joseph, Ind.

Stephens, Mabel Grant, Ind.
 Scott, H. H. Grant, Ind.
 Schell, Geo. W. Pike, Ind.
 Stewart, Berney Jefferson, Ind.
 Swinson, Vance Itichland, Ill.
 Totten, Geo Shelby, Ind.
 Thompson, William G. Clark, Ill.
 Thompson, Mayme Shelby, Ind.
 Trackwell, Frances Grant, Ind.
 Van Skyock, Arthur Jay, Ind.
 Woodard, Frances Grant, Ind.
 Woodard, Hubert Jay, Ind.

MANUAL TRAINING

Bagwell, Frank Howard, Ind.
 Berry, Quinn Delaware, Ind.
 Bertholf, D. D. Madison, Iowa.
 Black, Hobart Delaware, Ind.
 Blackburn, Byron Bound Brook, N. J.
 Booher, Verly Shelby, Ind.
 Bosworth, Cecil Jay, Ind.
 Bowers, Jas. Delaware, Ind.
 Burton, J. Delaware, Ind.
 Burton, L. E. Hamilton, Ind.
 Carmichael, Ed. Delaware, Ind.
 Collins, Harold Delaware, Ind.
 Cunningham, M. F. Delaware, Ind.
 Denny, Frank Jefferson, Ind.
 Frazee, Wilbur Delaware, Ind.
 Gerking, Shelby Clay, Ill.
 Groves, Melvin Howard, Ind.
 Haines, Wilmot Grant, Ind.
 Hogan, Arnold Grant, Ind.
 Hudson, Kenneth Franklin, Ind.
 Humbert, Jas. Perry, Ind.
 Inlow, Walter Delaware, Ind.
 Keasling, Erville Jay, Ind.
 Kegerreis, Harry Blackford, Ind.
 King, Robert L. Delaware, Ind.

Livingood, Melvin Delaware, Ind.
 Loofbourrow, Paul Jay, Ind.
 Marshall, Royce Miami, Ind.
 Mendenhall, Ralph Delaware, Ind.
 Meranda, Kenneth Delaware, Ind.
 Merz, Harry Delaware, Ind.
 Miller, Harold Delaware, Ind.
 Mohr, Raymond Delaware, Ind.
 Morris, Elliott Ven Wert, Ohio.
 Nelson, Paul Delaware, Ind.
 Nutt, Hubert Grant, Ind.
 O'Hara, Thos. Tipton, Ind.
 Post, Harlan Winnebago, Ind.
 Frigg, George Delaware, Ind.
 Ramsey, Cecil Delaware, Ind.
 Robertson, George Delaware, Ind.
 Rice, T. B. Wabash, Ind.
 Risk, W. M. Jefferson, Ind.
 Smith, John Delaware, Ind.
 Stradling, Fred Delaware, Ind.
 Taylor, Glenn Delaware, Ind.
 Tyree, Carl Jefferson, Ind.
 Walters, Herman Delaware, Ind.
 Weaver, Omer Howard, Ind.
 White, Calvin Delaware, Ind.

DRAWING

Addison, Dora Delaware, Ind.
 Broderic, Joseph Delaware, Ind.
 Branson, Mildred Randolph, Ind.
 Branson, Hazel Randolph, Ind.
 Bingham, Alice Delaware, Ind.
 Brown, Pauline Fayette, Ind.
 Boehm, Floyd Jay, Ind.
 Bishop, Elsie Delaware, Ind.
 Barcalow, Bernard Randolph, Ind.
 Brunner, Lucile Delaware, Ind.
 Bingham, Mildred Delaware, Ind.
 Brissey, Margaret Delaware, Ind.
 Buffington, Marie Delaware, Ind.
 Beebe, Waldo Delaware, Ind.
 Bagwell, Frank Howard, Ind.
 Barefoot, Carl Delaware, Ind.
 Burton, James Delaware, Ind.
 Collins, Harold Delaware, Ind.
 Furst, Ervilla Delaware, Ind.
 Fife, J. Ray Grant, Ind.
 Frazee, Wilbur Delaware, Ind.
 Gault, Martha Delaware, Ind.
 Hayden, Bessie Delaware, Ind.
 Herin, Bernice Noble, Ind.
 Hasty, Edna Delaware, Ind.
 Holdren, Marie Delaware, Ind.
 Harmon, Dott Shelby, O.
 Hamilton, Margie Delaware, Ind.

Haines, Wilmont Grant, Ind.
 Jervis, Addie Carroll, Ind.
 Kandel, Edith Delaware, Ind.
 Keever, Inez Randolph, Ind.
 King, Robert Delaware, Ind.
 Logan, Ethel Cass, Ind.
 Lewellen, Ruth Delaware, Ind.
 Lockett, Robert Delaware, Ind.
 McClellan, Eva Delaware, Ind.
 Mendenhall, Ralph Delaware, Ind.
 McVicker, Merle Delaware, Ind.
 Markley, Ned Huron, O.
 Norris, Gladys Delaware, Ind.
 Norris, Reba Delaware, Ind.
 Nelson, Paul Delaware, Ind.
 Odle, Ona Delaware, Ind.
 O'Hara, T. W. Tipton, Ind.
 Post, Harlan Winnebago, Ill.
 Reeves, Edith Delaware, Ind.
 Reynolds, Sarah Delaware, Ind.
 Smith, Willard Delaware, Ind.
 Sanders, Helen Kendall, Ill.
 Schroeder, Helen Randolph, Ind.
 Sutton, Jeanette Henderson, Ky.
 Smith, Karroll Delaware, Ind.
 Sessler, Marguerite Delaware, Ind.
 Whitehead, Velma Delaware, Ind.

DOMESTIC SCIENCE

Anthony, Elsie Grant, Ind.
 Addison, Dora Delaware, Ind.
 Bingham, Alice Delaware, Ind.
 Brown, Pauline Delaware, Ind.
 Branson, Hazel Randolph, Ind.
 Branson, Mildred Randolph, Ind.
 Brandon, Gladys Delaware, Ind.
 Buffington, Marie Delaware, Ind.
 Baldwin, Edith Delaware, Ind.
 Canada, Fae Randolph, Ind.
 Clark, Myrtle Delaware, Ind.
 Calhoun, Mildred Grant, Ind.
 Cottman, Hazel Delaware, Ind.
 Coons, Maenette Delaware, Ind.

Carmichael, Emily Delaware, Ind.
 Carrell, Edna Allen, Ind.
 Carrell, Edith Allen, Ind.
 Gessell, Mary Delaware, Ind.
 Goings, Mabel Delaware, Ind.
 Hayden, Bessie Delaware, Ind.
 Herin, Bernice Delaware, Ind.
 Hill, Edith Delaware, Ind.
 Hill, Lillian Delaware, Ind.
 Harmon, Dott Shelby, O.
 Jones, Mae Delaware, Ind.
 Kiger, Doris Delaware, Ind.
 Keever, Inez Randolph, Ind.
 Kandel, Edith Delaware, Ind.

Klser, Miriam Delaware, Ind.
 Kitselman, Mrs. Delaware, Ind.
 Lewellen, Ruth Delaware, Ind.
 Long, Edith Delaware, Ind.
 Lucas, Lucille Delaware, Ind.
 McClellan, Eva Delaware, Ind.
 Mangus, Prudence Randolph, Ind.
 McVicker, Merle Delaware, Ind.
 Mock, Mildred Delaware, Ind.
 Norris, Reba Delaware, Ind.
 Norris, Gladys Delaware, Ind.
 Newman, Ina Delaware, Ind.
 Newell, Emma Delaware, Ind.
 Patterson, Helen Blackford, Ind.
 Rudicel, Lola Wabash, Ind.
 Reeves, Edith Delaware, Ind.
 Reynolds, Sarah Delaware, Ind.
 Searle, Irene Grant, Ind.

Steed, Belva Jay, Ind.
 Stradling, Lois Delaware, Ind.
 Sanders, Helen Kendall, Ill.
 Sessler, Marguerite Delaware, Ind.
 Stillwagon, Minnie Delaware, Ind.
 Snodgrass, Nona Delaware, Ind.
 Shirk, Emily Delaware, Ind.
 Stewart, Jane Delaware, Ind.
 Thomas, Beulah Hancock, Ind.
 Vate, Lucile Delaware, Ind.
 Whitehead, Velma Delaware, Ind.
 White, Helen Delaware, Ind.
 Welsh, Eva B. Delaware, Ind.
 Welsh, Eva G. Delaware, Ind.
 Wilhelm, Goldie Delaware, Ind.
 Wingfield, Alice Delaware, Ind.
 Williamson, Mary Delaware, Ind.
 West, Gladys Delaware, Ind.

BUSINESS

Arche, Arthur Santurce, P. R.
 Anderson, Fern Wabash, Ind.
 Alward, B. E. Highland, O.
 Abel, Jos. Grant, Ind.
 Best, John Grant, Ind.
 Byall, Hazel Huntington, Ind.
 Bailey, Mary Randolph, Ind.
 Buttles, Viola Racine, Wis.
 Buttles, Mabel Racine, Wis.
 Bromley, Clare Ford, Ill.
 Buhrow, J. A. E. Paulding, O.
 Brock, Willard Grant, Ind.
 Byall, Homer Huntington, Ind.
 Baez, Antonio Manati, P. R.
 Bolte, Marie Delaware, Ind.
 Barefoot, Carl Blackford, Ind.
 Branson, Hazel Delaware, Ind.
 Brotherton, John Jay, Ind.
 Crescioni, J. A. Maunabo, P. R.
 Canada, Fae Delaware, Ind.
 Clevenger, Ruie Grant, Ind.
 Cunningham, Oka Miami, Ind.
 Coan, Ruth A. Grant, Ind.
 Colvin, Ethel Campbell, Ky.
 Crescioni, D. A. Maunabo, P. R.
 Cadilla, Francisco Arcibo, P. R.
 Cabrera, John G. Cienfugas, Cuba
 Cabrera, John F. Sagua, Cuba
 Carter, Raymond Grant, Ind.
 Downs, Florence Van Wert, O.
 Dawley, Mary Blackford, Ind.
 Dunlavey, Anna C. Butler, O.
 DeBolt, J. C. Randolph, Ind.
 Dibble, Elizabeth Grant, Ind.
 Davis, Eugene Delaware, Ind.
 Debolt, J. C. Randolph, Ind.
 Easley, Marguerite Delaware, Ind.
 Early, Marguerite Andover, N. Y.
 Emmons, Tabitha Grant, Ind.
 Forgery, Thomas Carroll, Ind.
 Fecher, G. O. Traill, N. D.
 Finley, Myrl Delaware, Ind.
 Fuson, Hazel Delaware, Ind.
 Furnish, Arthur Delaware, Ind.
 Fesler, Ruth Oklahoma City, Okla.
 Grafmiller, Oliver Jay, Ind.
 Goens, Newton Delaware, Ind.
 Greeley, R. A. Delaware, Ind.
 Gilmore, LaVern Delaware, Ind.
 Glaser, A. E. Cook, Ill.
 Gibson, Hazel Delaware, Ind.
 Gerking, Shelby Clay, Ill.
 Gifford, Gladys Tipton, Ind.
 Gerking, Hattie Clay, Ill.
 Groninger, Reed Carroll, Ind.
 Galbreath, Elsie Grant, Ind.
 Gephart, Roger F. Grant, Ind.
 Haacker, Howard Wells, Ind.
 Howard, Alpha H. Rush, Ind.
 Herbert, H. H. Cook, Ill.
 Heaston, Sylvester Huntington, Ind.
 Herrman, Robert Perry, Ind.
 Hopkins, Nona Grant, Ind.
 Harlan, C. A. Macoupin, Ill.
 Hughes, J. E. Van Wert, O.
 Harrigan, Ralph Grant, Ind.
 Hamilton, Mira Huntington, Ind.

Hagerty, Helen Kewanna, Wis.
 Hopkins, Nomea Grant, Ind.
 Hawkins, Deloris Shelby, Ind.
 Harris, Mary E. Grant, Ind.
 Haas, Leah Fountain, Ind.
 Huddleston, Waldemar Pulaski, Ind.
 Haines, Wills Grant, Ind.
 Hiatt, Everett Madison, Ind.
 Haymond, John Delaware, Ind.
 Hasty, Edna Delaware, Ind.
 Howell, Lillian Delaware, Ind.
 Horn, Selma Delaware, Ind.
 Hutson, Everett Henry, Ind.
 Inlow, Walter Delaware, Ind.
 Ingels, Everett Howard, Ind.
 Johnson, Harry C. Jay, Ind.
 Jones, Everett Grant, Ind.
 Jones, Amber Delaware, Ind.
 Johnson, Harry Jay, Ind.
 Knott, Garland Delaware, Ind.
 Kandel, Edith Delaware, Ind.
 Kissel, Geo. Delaware, Ind.
 Keever, Inez Delaware, Ind.
 Kendall, Odella Grant, Ind.
 Keen, B. G. Harrison, Ind.
 Leer, Alma Grant, Ind.
 Lugar, Joe Grant, Ind.
 LeFavour, Chesteer Grant, Ind.
 Lane, Vinton Fulton, Ind.
 Long, Iota Grant, Ind.
 Leatherman, Paul Delaware, Ind.
 Leesen, King Madison, Ind.
 McCrillus, Mildred Delaware, Ind.
 Morrow, Elizabeth Delaware, Ind.
 Mangas, Prudence Randolph, Ind.
 Markley, Marietta Huron, O.
 Martin, Frank Vermillion, Ill.
 McArthy, Earl White, Ill.
 Marsh, Mabel Randolph, Ind.
 Mills, Curtie Grant, Ind.
 Malay, John Grant, Ind.
 Metzler, Rob't Grant, Ind.
 McMillan, Nona Jackson, Ind.
 Myers, Edith Madison, Ind.
 Mckown, Curtis Hancock, Ind.
 Noble, Ralph Grant, Ind.
 Neirstheimer, Paul Franklin, Ind.
 Overturf, Lucille Ripley, Ind.
 Overturf, Lionel Ripley, Ind.
 Oliver, Doshie Grant, Ind.
 Patterson, Mary Delaware, Ind.
 Pilkington, Von Grant, Ind.
 Powell, F. V. Jay, Ind.
 Prigg, Carl Delaware, Ind.
 Post, Harland Winnebaya, Ill.
 Pegg, Leland Delaware, Ind.
 Rappaport, Louis Delaware, Ind.
 Reeder, Marion Marion, Ill.
 Ravis, Ramon Maquabo, P. R.
 Reichard, Alfred Fulton, O.
 Roberts, Thomas Van Wert, O.
 Rowan, Margaret Grant, Ind.
 Riffner, Earl Henry, Ind.
 Robbins, Helen Madison, Ind.
 Reilly, Nora Marie Grant, Ind.
 Ritter, Roswell Cass, Ind.
 Stump, Milton Grant, Ind.

Sager, Cleo	Wayne, Ind.
Scott, Esta	Grant, Ind.
Slawson, Robert	Adams, Ind.
Schultz, August	Butler, O.
Stump, Milton	Elkhart, Ind.
St. John, Frank	Livingston, Ill.
Switzer, John	Delaware, Ind.
Sheridan, Chas.	Delaware, Ind.
Stephens, Helen	Delaware, Ind.
Schramm, Beatrice	Delaware, Ind.
Schramm, Howard	Delaware, Ind.
Stradling, Lois	Delaware, Ind.
Steed, Wayman	Delaware, Ind.
True, Ruth	Delaware, Ind.
Thomas, Harry	Delaware, Ind.
Thornburg, Rodney	Delaware, Ind.
Thomas, Ida	Grant, Ind.
Thomason, Mary	Grant, Ind.
Thrush, Pearl	Fulton, Ind.
Templeton, R. M.	Blackford, Ind.
Timmons, Walter	Carroll, Ind.

Vaught, Paul	Delaware, Ind.
Weisse, Frank	Delaware, Ind.
Williamson, Sarah	Delaware, Ind.
Weatherill, Bonnie	Delaware, Ind.
Welch, Lillian	Delaware, Ind.
Wingate, Chester	Delaware, Ind.
Williams, Roy	Delaware, Ind.
Wheeler, Daniel	Delaware, Ind.
Williamson, Edmon	Delaware, Ind.
Winters, Norman	Delaware, Ind.
Williams, Leah	Wabash, Ind.
Watters, Ralph	Harrison, Ind.
Weierbach, G. M.	Lehigh, Pa.
Wordwell, Paul	Madison, Ind.
Wheeler, E. R.	Adams, Ind.
Walters, Maude	Lee, Iowa
Yingst, Ivan L.	Delaware, Ind.
Zimmer, Earl	Marion, Ill.
Zeigler, H. N.	Van Wert, O.
Zeigelgruber, Alvin	Perry, Ind.

SPECIAL PENMANSHIP

Ball, Lee C.	Green, Ind.
Bromley, Claire	Ford, Ill.
Buhrow, J. E. A.	Paulding, O.
Bailey, Mattie	Adams, Ind.
Brown, Verlan	Cook, Ill.
Bocock, Carl	Grant, Ind.
Coolman, Harry	Wells, Ind.
Carter, Arthur	Grant, Ind.
Coffee, Grace	Adams, Ind.
Cady, Lavon	Grant, Ind.
Cabrera, John G.	Havana, Cuba
Chambers, Job	Adams, Ind.
DeBolt, J. E.	Randolph, Ind.
Downing, Earl	Randolph, Ind.
Deal, Lulu	Wabash, Ind.
Dienstberger, Arnold	Allen, O.
Dunlavy, Anna	Butler, O.
French, Martin	Wells, Ind.
Fromm, Karl	Dickinson, Kans.
Greeley, R. A.	Delaware, Ind.
Glazer, A. E.	Kovna, Mich.
Hughes, J. E.	Van Wert, O.
Haines, Willis	Grant, Ind.
Ingels, C. C.	Howard, Ind.
Johnson, Harry	Delaware, Ind.
Jones, Evan	Van Wert, O.
Klinger, Earl	Green, Ind.
Lott, Archle	Clark, Ind.
Lewellen, Ruth	Delaware, Ind.
Lockett, Wickliffe	Henderson, Ky.

Lugar, Joe	Grant, Ind.
Metzler, Robert	Grant, Ind.
Martin, Frank	Vermillion, Ill.
Morrow, Russell	Grant, Ind.
Michael, Joseph	Syria, Turkey
Neirstheimer, Paul	Franklin, Ind.
Noble, Ralph	Grant, Ind.
Price, Lester	Grant, Ind.
Perry, Sherman	Henry, Ill.
Ray, Roy	Shelby, Ind.
Rowan, Maragret	Grant, Ind.
Ritter, Roswell	Cass, Ind.
Rupley, Ioan	Grant, Ind.
Sutton, Jeanette	Henderson, Ky.
Snavely, Ida	Grant, Ind.
Stump, C. R.	Elkhart, Ind.
Stump, Milton	Grant, Ind.
Slawson, Robert	Wells, Ind.
Tade, Clem	Knox, Ind.
Timmons, Clyde	Vermillion, Ill.
Tinch, H. Y.	Coles, Ill.
Timmons, Walter	Clinton, Ind.
Vernon, Chester G.	Jefferson, Ind.
Workman, Don	Green, Ind.
Watters, Ralph	Harrison, Ind.
Welsheimer, Donald	Grant, Ind.
Walters, Maud	Lee, Iowa
Wright, Clara	Shelby, Ind.
Woody, F. L.	Howard, Ind.
Zugelgruber, Alvin	Perry, Ind.

SHORTHAND AND TYPEWRITING

Adams, Bertha	Delaware, Ind.
Arche, Arthur	Santurce, P. R.
Alward, B. E.	Highland, O.
Anderson, Fern	Wabash, Ind.
Buhro, J. A. E.	Paulding, O.
Byall, Hazel	Huntington, Ind.
Borden, Hazel	Blackford, Ind.
Bailey, Mary	Randolph, Ind.
Buttles, Viola	Racine, Wis.
Buttles, Mabel	Racine, Wis.
Bromley, Clare	Ford, Ill.
Byall, Homer	Huntington, Ind.
Bolte, Marie	Delaware, Ind.
Booth, Naomi	Delaware, Ind.
Brunner, Lucille	Delaware, Ind.
Barefoot, Carl	Delaware, Ind.
Collins, M. D.	Delaware, Ind.
Clevenger, Ruie	Grant, Ind.
Cunningham, Oka	Miami, Ind.
Coan, Ruth A.	Grant, Ind.
Crescioni, D. A.	Maunabo, P. R.
Downs, Florence	Van Wert, O.
Dunlavy, Anna C.	Butler, O.
Davis, Daisy K.	Delaware, Ind.
Dibble, Elizabeth	Grant, Ind.
Earley, Margaret	Andover, N. Y.
Emmons, Tabitha	Grant, Ind.
Frybarger, Pearl	Howard, Ind.
Forgerly, Thomas	Carroll, Ind.
Fecher, G. O.	Traill, N. D.
Furnish, Arthur	Delaware, Ind.

Fuson, Hazel	Delaware, Ind.
Finley, Myrl	Delaware, Ind.
Gifford, Gladys	Tipton, Ind.
Gerking, Hattie	Clay, Ill.
Groninger, Reed	Carroll, Ind.
Galbreath, Elsie	Grant, Ind.
Gephart, Roger F.	Grant, Ind.
Groff, Cecil	Grant, Ind.
Gardner, Dale	Fountain, Ind.
Gibson, Hazel	Delaware, Ind.
Gessell, Mary	Delaware, Ind.
Gilmour, Juanita	Delaware, Ind.
Greeley, R. A.	Delaware, Ind.
Harris, Esta	Delaware, Ind.
Hukill, Margaret	Delaware, Ind.
Hutson, Everett	Henry, Ind.
Horn, Adema	Delaware, Ind.
Howard, Alpha H.	Rush, Ind.
Herbert, H. H.	Cook, Ill.
Heaston, Sylvester	Huntington, Ind.
Herrman, Robert	Perry, Ind.
Hopkins, Nona	Grant, Ind.
Hildebrand, Lena	Jefferson, Ky.
Haines, Willis	Grant, Ind.
Harrigan, Ralph	Grant, Ind.
Hagerty, Helen	Kewaunee, Wis.
Hopkins, Nonla	Grant, Ind.
Hawkins, Deloris	Shelby, Ind.
Harris, Mary E.	Grant, Ind.
Hughes, J. E.	Van Wert, O.
Hartley, Ray	Greenup, Ky.

Herbert, H. H.	.....Cook, Ill.	Stump, Milton	.....Elkhart, Ind.
Hopkins, Cassie	.....Grant, Ind.	Sager, Cleo	.....Wayne, O.
Huddleston, Waldemar	.....Pulaski, Ind.	Slawson, Robert	.....Adams, Ind.
Hughes, H. T.	.....Van Wert, O.	St. John, Frank	.....Livingston, Ill.
Hiatt, Everett	.....Madison, Ind.	Steinhilber, Ezekiel	.....Blackford, Ind.
Hodson, Given	.....Clinton, Ind.	Sheridan, Chas	.....Delaware, Ind.
Johnson, Harry C.	.....Jay, Ind.	Simmons, Clyde	.....Randolph, Ind.
Jones, Amber	.....Delaware, Ind.	Schramm, Beatrice	.....Delaware, Ind.
Letherman, Paul	.....Delaware, Ind.	Stone, Carrie	.....Delaware, Ind.
Leer, Alma	.....Grant, Ind.	Singer, Mary	.....Randolph, Ind.
Lugar, Joe	.....Grant, Ind.	Smith, Karroll	.....Delaware, Ind.
Lane, Vinton	.....Fulton, Ind.	Schriner, Howard	.....Delaware, Ind.
Long, Iota	.....Grant, Ind.	Stephens, Helen	.....Delaware, Ind.
Marsh, Mabel	.....Randolph, Ind.	Stroud, Hugh	.....Delaware, Ind.
Malay, J. C.	.....Grant, Ind.	Smith, Earl	.....Delaware, Ind.
Mills, Curtie	.....Grant, Ind.	Scott, Loring	.....Delaware, Ind.
Metzler, Robert	.....Grant, Ind.	Steed, Wayman	.....Delaware, Ind.
McMillan, Nona	.....Jackson, Ind.	True, Ruth	.....Jefferson, Ind.
Myers, Edith	.....Madison, Ind.	Talbot, Eula	.....Delaware, Ind.
McKown, Curtis	.....Hancock, Ind.	Thomas, Ida	.....Grant, Ind.
Miller, Wayne G.	.....Williams, Ind.	Thomason, Mary	.....Grant, Ind.
Mullins, Nancy Lane	.....Clark, Ky.	Tade, Clem	.....Knox, Ind.
McCrillus, Mildred	.....Delaware, Ind.	Thrush, Pearl	.....Fulton, Ind.
McNaughton, Halford	.....Delaware, Ind.	Templeton, R. M.	.....Blackford, Ind.
Morrow, Elizabeth	.....Delaware, Ind.	Underwood, Ada	.....Blackford, Ind.
Noble, Ralph	.....Grant, Ind.	Underwood, Sadie	.....Jennings, Ind.
Neirsteimer, Paul	.....Franklin, Ind.	Van Auken	.....Grant, Ind.
Overturf, Lucille	.....Ripley, Ind.	Williams, Leah	.....Wabash, Ind.
Overturf, Lionel	.....Ripley, Ind.	Winters, Norman	.....Delaware, Ind.
Patterson, Mary	.....Delaware, Ind.	Wetherill, Bonnie	.....Delaware, Ind.
Pilkington, Von	.....Grant, Ind.	Welch, Lillian	.....Delaware, Ind.
Perry, Sherman	.....Henry, Ill.	Williamson, Sarah	.....Delaware, Ind.
Powell, F. V.	.....Jay, Ind.	Wetterstrom, Arthur	.....Ellison Bay, Wis.
Prigg, George	.....Delaware, Ind.	Williams, Ray	.....Delaware, Ind.
Rappaport, Louis	.....Delaware, Ind.	Welsheimer, Ludrick	.....Grant, Ind.
Rice, T. B.	.....Delaware, Ind.	Welsheimer, Donald	.....Grant, Ind.
Reeder, Fred	.....Marion, Ill.	Wordwell, Paul	.....Madison, Ind.
Rivis, Ramon A.	.....Maquabo, P. R.	Warden, C. R.	.....Jasper, Wis.
Reichard, Alfred	.....Fulton, O.	Walters, Maud	.....Lee, Iowa
Ritter, Roswell	.....Cass, Ind.	Yates, Mamie	.....Delaware, Ind.
Roberts, Thomas	.....Van Wert, O.	Yingst, Ivan	.....Delaware, Ind.
Rowan, Margaret	.....Grant, Ind.	Zimmer, Earl	.....Marion, Ill.
Robbins, Helen	.....Madison, Ind.	Zeigler, H. N.	.....Van Wert, O.
Reilly, Nora Marie	.....Grant, Ind.	Zugelgruber, Alvin	.....Perry, Ind.

MUSIC

Austin, Will	.....Delaware, Ind.	Clevenger, Florence	.....Delaware, Ind.
Abbott, Mary	.....Delaware, Ind.	Carpenter, Mrs.	.....Delaware, Ind.
Addison, Myrle	.....Delaware, Ind.	Current, Louisa	.....Jay, Ind.
Austin, Frank	.....Delaware, Ind.	Clouser, Louise	.....Delaware, Ind.
Atherton, Lewin	.....Delaware, Ind.	Candell, Edith	.....Delaware, Ind.
Abbott, Edna	.....Delaware, Ind.	Cannon, Mrs. Rosa	.....Delaware, Ind.
Broderick, Joseph	.....Delaware, Ind.	Cook, Maurice	.....Delaware, Ind.
Bingham, Mildred	.....Delaware, Ind.	Clevenger, Kenneth	.....Delaware, Ind.
Bansold, Paul	.....Delaware, Ind.	Denny, Oaka	.....Delaware, Ind.
Black, Edith	.....Delaware, Ind.	Dillman, Mrs	.....Jay, Ind.
Bunsold, Theodore	.....Delaware, Ind.	Dedart, Omar	.....Delaware, Ind.
Bowers, Estell	.....Delaware, Ind.	Denny, Valeria	.....Delaware, Ind.
Beriaux, Rose	.....Grant, Ind.	Dellinger, Charlotte	.....Delaware, Ind.
Bayman, Hugh	.....Delaware, Ind.	Davis, Louis	.....Delaware, Ind.
Bookout, Clovie	.....Delaware, Ind.	Davis, Marie	.....Delaware, Ind.
Bunger, Mary	.....Delaware, Ind.	Denny, Letha	.....Delaware, Ind.
Brady, Mrs. E.	.....Missouri	Dunden, Marie	.....Delaware, Ind.
Barr, Opal	.....Jay, Ind.	Dowden, Ersu	.....Delaware, Ind.
Bredeson, Miss	.....Delaware, Ind.	Dawson, John	.....Delaware, Ind.
Buckles, Maud	.....Jay, Ind.	Davies, Corda	.....Adams, Ind.
Barnes, George	.....Carroll, Ind.	Dawson, Alma	.....Warren, Ind.
Braley, Chloe	.....Ripley, Ind.	Doerr, Lawrence	.....Jackson, Ind.
Baldwin, Madge	.....Grant, Ind.	Dicus, Mrs. A. W.	.....Grant, Ind.
Baughman, Grace	.....Fulton, Ind.	Davenport, Carrie	.....Howard, Ind.
Bradford, Marie	.....Grant, Ind.	Duffie, Mrs. C. W.	.....Clinton, Ind.
Bassett, Clyda	.....Shelby, Ind.	Everman, F. F.	.....Auglaize, O.
Barnett, Ethel	.....Grant, Ind.	Elliott, Mabel	.....Grant, Ind.
Baker, Opal R.	.....Grant, Ind.	Elson, Alda	.....Delaware, Ind.
Brown, John E. H.	.....Huntington, Ind.	English, Gean	.....Delaware, Ind.
Charters, Mary E.	.....Miami, Ind.	Earl, Miss	.....Delaware, Ind.
Comer, Fern	.....Grant, Ind.	Fanshstock, Gladys	.....Delaware, Ind.
Cochrane, Dorris	.....Huntington, Ind.	Furnish, Mabel	.....Jackson, Ind.
Carter, Mary	.....Grant, Ind.	Fagers, Ines	.....Jay, Ind.
Chambers, Helen	.....Tipton, Ind.	Flynn, Sadie Belle	.....Delaware, Ind.
Clevenger, Edith	.....Delaware, Ind.	Frost, Icy	.....Jay, Ind.
Chandler, Edith	.....Grant, Ind.	Fitzpatrick, Kathleen	.....Jay, Ind.
Capper, Robert	.....Delaware, Ind.	Fleming, Roberta	.....Delaware, Ind.
Cheesman, Mrs.	.....Delaware, Ind.	Fisher, Isca	.....Wells, Ind.
Current, Maud	.....Delaware, Ind.	Ferguson, Esther	.....Miami, Ind.
Cowing, Rachael	.....Delaware, Ind.	Frantz, Georgia	.....Wells, Ind.
Cook, Alhambra	.....Delaware, Ind.	Goodpasture, Floyd	.....Greene, Ind.

Griffith, Alta	Miami, Ind.	McCarty, Ila	Delaware, Ind.
Grove, Chloce	Wells, Ind.	Merier, Lorence	Delaware, Ind.
Greene, Myrtle	Delaware, Ind.	Martin, Ethel	Delaware, Ind.
Grewell, Dorothy	Delaware, Ind.	McNaughton, Lunette	Delaware, Ind.
Grundy, Osborn	Delaware, Ind.	Mullins, Virgil	Grant, Ind.
Grinnel, Lucinda	Delaware, Ind.	Mason, Fern	Montgomery, Ind.
Green, Opal	Randolph, Ind.	Mercer, Leona	Adams, Ind.
Goebble, Carl	Delaware, Ind.	Markley, Ned	Huron, O.
Gault, Evelyn	Delaware, Ind.	Naffziger, Wilmer	McClean, Ill.
Hill, Edith	Delaware, Ind.	Neff, Miss	Wells, Ind.
Hill, Etta	Wayne, Ind.	Newman, Lois	Delaware, Ind.
Hoffer, Elizabeth	Delaware, Ind.	Neely, Mary	Jay, Ind.
Howard, Irene	Delaware, Ind.	Neiswanger, Robert	Delaware, Ind.
Hunt, Loise	Delaware, Ind.	Neal, Edna	Delaware, Ind.
Hunter, Pansy	Delaware, Ind.	Orr, Helen	Delaware, Ind.
Howell, Fay	Delaware, Ind.	Owen, Carl	Delaware, Ind.
Hern, Mrs.	Delaware, Ind.	Pierson, Florence	Delaware, Ind.
Hughes, Hazel	Delaware, Ind.	Poulson, Carl	Blackford, Ind.
Hoover, Irene	Henry, Ind.	Painter, Bessie	Delaware, Ind.
Hartsog, Hazel	Delaware, Ind.	Palmer, Sylvia	Delaware, Ind.
Hardman, Mrs. N.	Delaware, Ind.	Pied, Roberta	Henry, Ind.
Hayes, Ruby E.	Delaware, Ind.	Plymal, Harry	Delaware, Ind.
Huffman, May	Delaware, Ind.	Phillips, Edith	Madison, Ind.
Harper, Flora	Delaware, Ind.	Peterson, Mary	Carroll, Ind.
Hamilton, Bernice	Delaware, Ind.	Pittenger, Raymond	Delaware, Ind.
Hall, Florence	Delaware, Ind.	Peacock, Wayland	Delaware, Ind.
Haines, Wilmont	Grant, Ind.	Powers, Carl	Delaware, Ind.
Hamman, Myrtle	Miami, Ind.	Peckinpough, Helen	Henry, Ind.
Hartsook, Minnie	Cass, Ind.	Painter, Odessa	Delaware, Ind.
Hammon, F. M.	Miami, Ind.	Pierce, Rex	Delaware, Ind.
Henry, Cleo	Wabash, Ind.	Peters, Robert	Delaware, Ind.
Huddleston, Waldemar	Pulaski, Ind.	Retter, Irene	Randolph, Ind.
Heslet, Mildred	Grant, Ind.	Risher, Kenneth	Delaware, Ind.
Hannon, Harry	Delaware, Ind.	Reeder, Juanita	Delaware, Ind.
Harris, Hazel	Montgomery, Ind.	Reichwine, Kenneth	Delaware, Ind.
Hooker, Hazel	Vermillion, Ind.	Roller, Veda	Delaware, Ind.
Hughel, Nelle	Madison, Ind.	Rice, Luther	Delaware, Ind.
Howard, Alpha	Rush, Ind.	Richards, Florence	Delaware, Ind.
Hart, Nettie	Scott, Ind.	Ritter, Wm.	Blackford, Ind.
Hamilton, Myra	Huntington, Ind.	Ritter, Ruby	Blackford, Ind.
Inlow, Helen	Delaware, Ind.	Rathborn, Effie	Jay, Ind.
Jones, Mildred	Delaware, Ind.	Richards, Faye	Dgo, Mex.
Jester, Fern	Delaware, Ind.	Richards, Grace	Dgo, Mex.
Jerome, Edith	Delaware, Ind.	Risk, Roy	Madison, Ind.
Joliff, Flora	Delaware, Ind.	Snively, Ida	Grant, Ind.
Janney, Ada	Delaware, Ind.	Schleppy, Elsie	Montgomery, Ind.
Jordan, Gleon	Delaware, Ind.	Smit, Ida	Cass, Ind.
Jones, Gladys	Delaware, Ind.	Slawson, Robert	Adams, Ind.
Jacobson, Helen	Grant, Ind.	Snethen, Olivia	St. Joseph, Ind.
Janney, Corda	Delaware, Ind.	Shilling, Eulalia	Clark, Ind.
Jones, Raymond	Delaware, Ind.	Schaupp, Ralph	Adams, Ind.
Jones, Lois	Delaware, Ind.	Stafford, Ola	Delaware, Ind.
Keelor, Mrs. Dora	Delaware, Ind.	Schwartz, Bessie	Delaware, Ind.
Kemper, Etta	Delaware, Ind.	Sanders, Helen	Kendall, Ill.
King, Lota	Delaware, Ind.	Spencer, Eleanor	Delaware, Ind.
Kepler, Louise	Delaware, Ind.	Schwier, Irma	Jay, Ind.
Kersey, Christina	Delaware, Ind.	Summers, Mrs.	Delaware, Ind.
Kirk, Ernest	Delaware, Ind.	Shaw, Miriam	Delaware, Ind.
Koons, Marjory	Delaware, Ind.	Stafford, Roxie	Delaware, Ind.
King, Anna	Montgomery, Ind.	Siebert, Fay	Delaware, Ind.
Klinger, Earl	Green, Ind.	Snyder, Martha	Delaware, Ind.
Kemmer, Mae	Grant, Ind.	Stevens, Beatrice	Delaware, Ind.
King, Lota	Randolph, Ind.	Shutt, Hazel	Delaware, Ind.
Lippert, Stella	Grant, Ind.	Sherrick, Pansy	Hamilton, Ind.
Lindley, Leona	Tipton, Ind.	Swanger, Edna	Delaware, Ind.
Life, Harold	Grant, Ind.	Stevens, Lewis	Delaware, Ind.
Logan, Ethel	Cass, Ind.	Stewart, Marion	Delaware, Ind.
Lewellen, Wendel	Delaware, Ind.	Sutter, Leroy	Delaware, Ind.
Long, Ralph	Jay, Ind.	Sharp, Emma	Delaware, Ind.
Long, Harold	Jay, Ind.	Sheppard, Paul	Delaware, Ind.
Lindemann, Olga	Noble, Ind.	Stillwell, Edna	Jay, Ind.
McCray, Pauline	Delaware, Ind.	Slattery, Renatta	Delaware, Ind.
McCreery, Clarence	Delaware, Ind.	Scott, Nora	Delaware, Ind.
Macey, Adine	Delaware, Ind.	Stuckey, Sarah	Delaware, Ind.
Murray, Georgia	Delaware, Ind.	Snyder, Alice	Delaware, Ind.
Monroe, Sarah	Delaware, Ind.	Slinger, Phyllis	Delaware, Ind.
Mason, Ola	Delaware, Ind.	Schlenker, Edna	Delaware, Ind.
Miller, Ida	Delaware, Ind.	Silvers, Reginald	Delaware, Ind.
Mitchell, Robert	Delaware, Ind.	Saunders, Kemper	Delaware, Ind.
McCormick, Mary	Delaware, Ind.	Secrist, Ina	Delaware, Ind.
McProud, Mrs.	Randolph, Ind.	Smith, Joe	Delaware, Ind.
Milliken, Lester	Delaware, Ind.	Shideler, Will	Delaware, Ind.
McKinley, Attelist	Delaware, Ind.	Saunders, Leon	Delaware, Ind.
Mongrain, Mildred	Delaware, Ind.	Thornburg, Harry	Delaware, Ind.
Moon, Ralph	Delaware, Ind.	Thomas, Harry	Delaware, Ind.
Moore, Preston	Delaware, Ind.	Thompson, Maud	Delaware, Ind.
Martin, Ina	Delaware, Ind.	Thornton, Agnes	Delaware, Ind.
McElfresh, Mary	Delaware, Ind.	Thompson, Hazel	Warren, Ind.

Turner, JohnMontgomery, Ind.
 Vickery, GraceGrant, Ind.
 Van Metre, OpalDelaware, Ind.
 Williams, EvangelineDelaware, Ind.
 Warner, MargaretCook, Ill.
 Whinrey, RichardDelaware, Ind.
 Weaver, BeatriceDelaware, Ind.
 Wilson, BeatriceDelaware, Ind.
 Wamde Ke, HelenDelaware, Ind.
 Wilhelm, BerthaBlackford, Ind.
 Woodring, LelaDelaware, Ind.
 West, MildredDelaware, Ind.
 Witt, ClarenceDelaware, Ind.

Webb, ForrestDelaware, Ind.
 Wigger, MarvilleDelaware, Ind.
 White, LillianDelaware, Ind.
 Webb, RowlandDelaware, Ind.
 Wilson, CharlesDelaware, Ind.
 Wallace, HarryDelaware, Ind.
 Workman, DonGreen, Ind.
 Wright, MargaretDelaware, Ind.
 Weldy, MabelAdams, Ind.
 Wright, ClaraShelby, Ind.
 Walter, MaryJennings, Ind.
 Yarger, AliceWells, Ind.
 Yockey, HortenzeDelaware, Ind.

LAW

Cadilla, FranciscoArecibo, P. R.
 Dillon, J. M.Pike, Mich.
 Garcia, RamonCarolina, P. R.
 Jordan, RayDelaware, Ind.
 Kinzel, V. G.St. Claire Ill.
 Laymon, VernonClinton, Ind.
 Leffler, PaulDelaware, Ind.
 Marchan, Rafael F.Barcelona, P. R.
 Mendez, E.Lares, P. R.
 MacFall, ClaudeVermillion, Ind.
 Myers, A. J.Cerrogorda, Iowa

Nicolau, RafaelYanco, P. R.
 Pursley, OrvilleBlackford, Ind.
 Phillips, MuratGrant, Ind.
 Rentschaler, ManuelTippecanoe, Ind.
 Roberts, JohnVan Wert, O.
 Rodriguez, FrankGuncas, P. R.
 Severn, FrankLaPallette, Colo.
 Slawson, RobertAdams, Ind.
 Souffront, OscarYanco, P. R.
 Watson, DudleyClark, Ind.
 Warden, Chas.Joplin, Mo.

ORATORY

Atkinson, MauriceMiami, Ind.
 Anderson, MaudeBenton, Ind.
 Armstrong, OseeRandolph, Ind.
 Beck, ClarenceCass, Ind.
 Brown, J. E. H.Huntington, Ind.
 Bassett, ClydaShelby, Ind.
 Bierly, RemyHarrison, Ind.
 Barnett, HallieWashington, Ind.
 Bishop, Wm.Shelby, Ind.
 Balliet, DonaleGrant, Ind.
 Bishop, ElsieDelaware, Ind.
 Cody, AlmaArtington, Tenn.
 Cook, Ernest L.LaPorte, Ind.
 Craft, RobertGrant, Ind.
 Condon, A. E.Grant, Ind.
 Chambers, HelenTipton, Ind.
 Crossfield, SarahDelaware, Ind.
 Denny, OkaDelaware, Ind.
 Dawson, AlmaWarren, Ind.
 Davenport, CarrieHoward, Ind.
 Deal, LulaWabash, Ind.
 Denny, EmersonJefferson, Ind.
 Dunlavey, AnnaButler, O.
 Downs, RalphGrant, Ind.
 Davis, NinaGrant, Ind.
 Downing, FlorineJay, Ind.
 Epperson, FrancesDelaware, Ind.
 Eversman, F. F.Auglaize, O.
 Fewel, CharlesJefferson, Ind.
 Fuson, HazelDelaware, Ind.
 Franshour, FlorenceDelaware, Ind.
 Flynn, Sadie BelleClark, Ky.
 Fear, IvaGrant, Ind.
 Goodpasture, FloydGreen, Ind.
 Gullett, Fred L.Randolph, Ind.
 Gifford, GladiceHoward, Ind.
 Geeting, OnaJay, Ind.
 Graper, Arthur H.Gibson, Ind.
 Hall, ZazelleBenton, Ind.
 Hodson, FernHenry, Ind.
 Hiller, LillieWalla Walla, Wash.
 Hegner, ElizabethGrant, Ind.
 Hawkins, WilmaGrant, Ind.
 Hodson, FloydHenry, Ind.
 Huff, DemaBlackford, Ind.
 Hiatt, LucilleRandolph, Ind.
 Hannon, HarryDelaware, Ind.
 Jones, EdnaGrant, Ind.
 Jones, Mrs. EstellaGrant, Ind.
 Jack, RoyHarrison, Ind.
 Jenkins, ReubenClinton, Ind.
 Kidnocker, LoisDelaware, Ind.

Lane, GuyGrant, Ind.
 Lee, Robert, Jr.Elkhart, Ind.
 Lantz, HenryHoward, Ind.
 Long, BeatriceMadison, Ind.
 Leist, DelbertWells, Ind.
 Levia, EdnaDelaware, Ind.
 Larrabee, H. J.St. Louis, Mo.
 Myers, H. J.Cerro Gorda, Ia.
 Mason, EthelGrant, Ind.
 Mason, FernMontgomery, Ind.
 Markley, MariettaHuron, O.
 Mason, FernMontgomery, Ind.
 McGuiggan, LucileGrant, Ind.
 Metzler, RobertGrant, Ind.
 MacFall, ClaudeVermillion, Ind.
 Marshall, RoyceGrant, Ind.
 Naffziger, WilmerMcLean, Ill.
 Oliver, DociaGrant, Ind.
 Pribble, GoldieReno, Nev.
 Park, D. L.Limestone, Ala.
 Rappaport, RosalindDelaware, Ind.
 Risk, RoyJefferson, Ind.
 Rowan, MargaretGrant, Ind.
 Ratliff, FredGrant, Ind.
 Reichard, AlfredWayne, Ind.
 Sullivan, GeorgiaMadison, Ind.
 Sullivan, EthelMiami, Ind.
 Shannon, OrieMarion, Ind.
 Snethen, EdgarSt. Joseph, Ind.
 Stallings, ClarenceHuntington, Ind.
 Schleppey, ElsieMontgomery, Ind.
 Starbuck, EdnaGrant, Ind.
 Smith, EdithGrant, Ind.
 Shockney, GuyRandolph, Ind.
 Schatz, LouiseMadison, Ind.
 Sheehan, J. P.Grant, Ind.
 Stephens, RosellaGrant, Ind.
 Tate, IvaHoward, Ind.
 Tucker, RachelShelby, Ind.
 Thomas, BeulahHancock, Ind.
 Williamson, EdmundDelaware, Ind.
 Werst, AliceWabash, Ind.
 Wright, MargaretDelaware, Ind.
 Wise, VernaBartholomew, Ind.
 Whitaker, JeanetteGrant, Ind.
 Weldy, MabelAdams, Ind.
 Wright, ClaraShelby, Ind.
 Whicker, J. D.Benton, Ind.
 Watson, DudleyClark, Ind.
 Warden, Chas.Joplin, Mo.
 Yoars, GailGrant, Ind.

GRADUATES

COMMERCIAL DEPARTMENT

POST GRADUATES

Harlan, C. A.	Macoupin, Ill.	Reichard, A. N.	Fulton, O.
Hughes, John E.	Van Wert, O.	Ritter, Roswell	Cass, Ind.
Jones, Everett	Grant, Ind.	Sager, Cleo	Wayne, Ia.
Lefavour, Chester	Grant, Ind.	Stump, Charles	Elkhart, Ind.
Lugar, Joe	Grant, Ind.	Timmons, Walter	Clinton, Ind.
Perry, Sherman	Geneseo, Ill.	Watters, Ralph	Harrison, Ind.

GRADUATES

Hiatt, Everett	Madison, Ind.	Hopkins, Nonia	Grant, Ind.
Baiz, Antonio	Manati, P. R.	Neirstheimer, Paul	Franklin, Ind.
Bromley, Claire	Ford, Ill.	Pyle, Hazel	Grant, Ind.
Carter, Ray	Grant, Ind.	Roberts, Thomas	Van Wert, O.
Haines, Willis	Grant, Ind.	Watters, Ralph	Harrison, Ind.
Harrigan, Ralph	Grant, Ind.		

SHORTHAND AND TYPEWRITING

Anderson, Fern	Wabash, Ind.	Hopkins, Cassie	Grant, Ind.
Baily, Mary	Randolph, Ind.	Leer, Alma	Grant, Ind.
Borden, Hazel	Blackford, Ind.	Long, Iota	Grant, Ind.
Buttles, Viola	Racine, Wis.	Richards, Grace	Dgo, Mex.
Clevenger, Ruie	Grant, Ind.	Robbins, Helen	Madison, Ind.
Downs, Florence	Van Wert, O.	Rowan, Margaret	Grant, Ind.
Dunlavey, Anna	Butler, O.	Sager, Cleo	Wayne, Ia.
Emmons, Tabitha	Grant, Ind.	Shrock, Homer	Clinton, Ind.
Gerking, Hattie	Clay, Ill.	Welshimer, Ludrick	Grant, Ind.
Hagerty, Helen	Kewaunee, Wis.	Zugelgruber, Alvin	Perry, Ind.
Hartley, Ray	Greenup, Ky.		

ORATORY

Brown, John E. H.	Huntington, Ind.	Hannon, Harry	Delaware, Ind.
Beck, Clarence	Cass, Ind.	Schleppy, Elsie Mae	Montgomery, Ind.
Cody, Alma Deen	Artington, Ky.	Shannon, Orrie J.	Grant, Ind.
Davenport, Carrie May	Howard, Ind.	Watson, C. Dudley	Clarke, Ind.
Deal, Lulu Frances	Wabash, Ind.	Wright, Clara Elizabeth	Shelby, Ind.
Eversman, Fred F.	Auglaise, O.		

POST GRADUATES

Armstrong, Osee	Randolph, Ind.	Snethen, Edward O.	St. Joseph, Ind.
Hannon, Harry	Delaware, Ind.	Smith, Edith Bessie	Grant, Ind.
Mason, Natalie Fern	Montgomery, Ind.	Watson, Dudley	Clarke, Ind.
Naffziger, Wilmer	McLean, Ill.	Weldy, Mabel Edith	Adams, Ind.

LAW

Cadilla, Francisco	Arecibo, P. R.	Pursley, Orville	Blackford, Ind.
Dillon, J. E.	Pike, Mich.	Roberts, John	Van Wert, O.
Laymon, Vernon	Clinton, Ind.	Severn, Frank	LaPlatt, Colo.
Lee, Robert, Jr.	Elkhart, Ind.	Watson, Dudley	Clark, Ind.
MacFall, Claude	Vermillion, Ind.	Warden, Chas.	Newton, Mo.

SCIENTIFIC

Auble, Robert N.	Clinton, Ind.	Griffith, Bernice	Tipton, Ind.
Brizendine, Edna	Grant, Ind.	Harter, D. W.	Jay, Ind.
Blackman, Clifford	Grant, Ind.	Hyman, W. R.	Cass, Ind.
Brown, J. E. H.	Huntington, Ind.	Hutson, A. F.	Howard, Ind.
Jones, Marion	Washington, N. Y.	Jones, Hattie	Van Wert, O.
Beard, Asa	Clinton, Ind.	Kinneman, Frankie	Cass, Ind.
Brock, James A.	Grant, Ind.	Kurtz, Lillie	Miami, Ind.
Croxtan, Clyde	Schuyler, Ill.	Lambert, Robert	Madison, Ind.
Cortlyou, A. R.	Shelby, Ind.	Landreth, Austin	Grant, Ind.
Cassidy, Eli	Perry, Ind.	Leist, Delbert	Wells, Ind.
Clevenger, Lulu	Randolph, Ind.	Lott, Archie	Clark, Ind.
Clarke, Morven L.	St. Joseph, Ind.	Lechner, Bertha	Douglass, Ill.
Cunningham, Ethel	Miami, Ind.	Lemond, F. B.	Delaware, Ind.
Dicus, A. W.	Howard, Ind.	McGrath, Frank	Crawfordsville, Ind.
Dishinger, Allison	Jefferson, Ind.	Mullins, Virgil	Grant, Ind.
Dull, Arlie	Jay, Ind.	Marshall, Royce	Grant, Ind.
Dawson, Alma	Warren, Ind.	Madison, Clyde	Boone, Ind.
Dickson, James E.	Jay, Ind.	Medsker, B. F.	Shelby, Ind.
Drabenstott, Ernest R.	Blackford, Ind.	Myers, Goldie	Madison, Ind.
Dixon, Lennie	Decatur, Ind.	Neil, Gladys	Grant, Ind.
Eckert, Mary	Jefferson, Ind.	Nichols, Charles	Whitely, Ind.
Fouts, C. D.	Montgomery, Ind.	Oakes, Josephine	Whitely, Ind.
Frasch, Edith	Warren, Ind.	Pyle, Hazel	Grant, Ind.
Fewel, Chas.	Jefferson, Ind.	Pursley, Orville	Blackford, Ind.
Gutzwiller, Blanche	Dearborn, Ind.	Powell, John	Jay, Ind.
Good, Neil	Huntington, Ind.	Peterson, Esther	White, Ind.

Rosier, EthelHoward, Ind.
 Risk, Roy.....Jefferson, Ind.
 Stallings, ClarenceHuntington, Ind.
 Steinhilber, EzekielBlackford, Ind.
 Skinner, Edythe.....Cass, Ind.
 Sarig, MinnieCass, Ind.
 Schaupp, Ralph C.....Adams, Ind.
 Singer, ElmerGrant, Ind.
 Smith, HallieMiami, Ind.
 Scott, LawrenceFayette, Ind.
 Stephens, EdgarGrant, Ind.
 Stephens, DonaldGrant, Ind.

Slabaugh, J. F.....Howard, Ind.
 Tranbarger, J. Clarence.....Clinton, Ind.
 Thompson, HazelWarren, Ind.
 Troyer, BynumGrant, Ind.
 Taylor, OpalPulaski, Ind.
 Winton, W. HarveyShelby, Ind.
 Watson, DudleyClark, Ind.
 Willis, G. W.....Crawford, Ind.
 Wilson, Omer.....Carroll, Ind.
 Worden, GoldieGrant, Ind.
 Will, FloraMiami, Ind.

CLASSIC

Collins, ClaudeStarke, Ind.
 Dillon, J. E.....Pike, Ind.
 Denny, E. C.....Jefferson, Ind.
 French, J. M.....Wells, Ind.
 Hunter, LillieGrant, Ind.
 Johnson, RalphPike, Ind.
 Jeffrey, Hugh.....Huntington, Ind.
 Linville, AimeeGrant, Ind.
 Lantz, JosephHoward, Ind.
 Moody, EffieGrant, Ind.
 Phillips, Stephen M.....Grant, Ind.

Robey, E. E.....Wabash, Ind.
 Ray, RoyShelby, Ind.
 Stephens, MabelGrant, Ind.
 Skyrock, Arthur Van.....Jay, Ind.
 Stewart, BernyJefferson, Ind.
 Snethen, EdwardSt. Joseph, Ind.
 Trackwell, FrancisGrant, Ind.
 Thompson, Wm. G.....Clark, Ill.
 Totten, GeorgeShelby, Ind.
 Woodard, HubertJay, Ind.

HIGH SCHOOL

Beard, Asa L.....Clinton, Ind.
 Beck, IvanGrant, Ind.
 Breese, AmbroseVan Wert, O.
 Becker, ElizabethMadison, Ind.
 Carter, DwightGrant, Ind.
 Croxton, ClydeSchuyler, Ill.
 Dawson, AddieHarrison, Ind.
 Dishinger, AllisonJefferson, Ind.
 Dull, ArlieJay, Ind.
 Downing, FlorineJay, Ind.
 Emmons, NannieGrant, Ind.
 Fisher, OliverWabash, Ind.
 Geeting, OnaJay, Ind.
 Hughel, NelleMadison, Ind.
 Jones, HattieVan Wert, O.
 Keene, BertHarrison, Ind.
 Kem, FredWabash, Ind.
 Kinneman, FrankieCass, Ind.
 Kinsey, EarlMiami, Ind.
 Lowry, EthelPulaski, Ind.

Lambert, Robert.....Jefferson, Ind.
 McCullom, BurelHuntington, Ind.
 Morell, HerminiaCamuy, P. R.
 McMichael, HazelGrant, Ind.
 McIntyre, LucyHuntington, Ind.
 Mendez, E.....Lares, P. R.
 Oaks, JosephineWhitley, Ind.
 Pownell, DonnaGrant, Ind.
 Ragsdale, BlancheVanderburk, Ind.
 Roberts, Jane.....Van Wert, O.
 Rogers, ElvaBoone, Ind.
 Scull, DavidHarrison, Ind.
 Sherlock, SophiaJefferson, Ind.
 Spitler, PearlJay, Ind.
 Stewart, BernieJefferson, Ind.
 Skyrock, Arthur VanJay, Ind.
 Vordermark, AnnaShelby, O.
 Watson, DudleyClark, Ind.
 Wilson, OmerCarroll, Ind.
 Weaver, Fred E.....Huntington, Ind.

TWO YEARS' NORMAL COURSE

Barnett, Hallie.....Washington, Ind.
 Brown, Marian.....Washington, N. Y.
 Casey, Agnes G.....Tippecanoe, Ind.
 Eckman, MerleWabash, Ind.
 Farthing, B. D.....Delaware, Ind.

Fielder, GraceDelaware, Ind.
 Hamilton, Anna Pearl.....Hancock, Ind.
 Schaffer, Mamie Zarevia.....Tippecanoe, Ind.
 Smith, MaryDelaware, Ind.

BIBLE STUDY

Champer, JobAdams, Ind.
 Collins, Claud S.....Starke, Ind.
 Denny, E. C.....Jefferson, Ind.
 Johnson, L. A.....Jackson, Ind.
 Johnson, Ralph D.....Pike, Ind.
 Jones, Harriet J.....Van Wert, O.
 Lindsey, E. Baker.....Delaware, O.

Pyle, HazelGrant, Ind.
 Ritter, RoswellCass, Ind.
 Ray, Roy S.....Shelby, Ind.
 Rogers, ElvaBoone, Ind.
 Stewart, BarneyJefferson, Ind.
 Sherlock, Mrs. John.....Jefferson, Ind.
 Vernon, Chester.....Jefferson, Ind.





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**A MODERN SCHOOL
MEETING
A MODERN DEMAND**